

Expert Review of Core Reading Programs



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MESSAGE FROM THE STATE SUPERINTENDENT OF EDUCATION

Dear Educators,

It is with pleasure that we report the results of the expert review of core reading programs submitted to the State Textbook Committee. The reading profession developed an instrument that is valid for evaluating the degree to which a core reading program aligns with scientific research in reading. That instrument is titled *A Consumer's Guide to Analyzing a Core Reading Program Grades K-3: A Critical Elements Analysis* (Simmons & Kame'enui, 2006). For more than ten years, the Alabama Reading Initiative (ARI) has systematically and intentionally developed reading experts capable of applying that instrument to core reading programs. The ARI has twice conducted a review of core reading programs using an earlier version of the Consumer's Guide that provided valuable experience in this activity. For these reasons, we are confident of the procedures and findings described in this document.

The ARI staff reported that the 24-member Expert Review Panel had high expectations and conducted a strict review that resulted in relatively low scores. This is to be expected since Alabama's educators expect a high level of effectiveness from the tools that they use in the classroom. While another group of reviewers may have exhibited less rigor in a review, we are confident that the relative standing of the scores would remain the same.

This report is offered as a service to the school systems in Alabama. We believe that reading teachers in local education agencies (LEAs) can learn to use the results from this document and an abbreviated version of the Consumer's Guide to recommend the best textbooks available for implementation in their schools. For the best result, we recommend the following:

1. Study the summaries of results found on pages 22, 23, and 24.
2. Select a few programs from those that received the highest scores for review by the local textbook committee.
3. Appoint a local textbook committee that represents the highest level of reading expertise and that includes members from each school in the LEA.
4. Train the local textbook committee to apply the abbreviated Consumer's Guide to a few programs that will be reviewed locally. (The ARI will provide opportunities for LEAs to receive this training.)
5. Conduct a thorough analysis of the degree to which the programs reviewed locally align with the scientific research in reading.
6. Consider items that will impact the effective implementation of the program in your LEA, e.g., costs and scope of initial and ongoing professional development; availability and costs of aligned intervention materials; availability of placement tests and progress monitoring tests.

I urge you to make an informed decision concerning textbook adoption; we will not have this opportunity again for several years.

Joseph B. Morton
State Superintendent of Education

TABLE OF CONTENTS

MESSAGE FROM THE STATE SUPERINTENDENT OF EDUCATION	<i>i</i>
PREFACE	<i>iv</i>
SCREENING OF PROGRAMS SUBMITTED	6
• Record of Screening Process	
• Order of Screening of Core Reading Programs	
• Results of Screening Procedure	
TRAINING OF REVIEW PANEL	12
RECORD OF PROGRAM REVIEW	14
• Dates, Location, Participants, and Programs	
• General Daily Schedule	
• Procedures for Reviewing Core Reading Programs	
• Daily Notes Prepared by Consultant	
SUMMARY OF RESULTS ACROSS READING PROGRAMS AND GRADE LEVELS	21
• Table 1: Percentage of Items Rated as Consistently Meets/Exceeds Criterion	
• Table 2: Percentage of Items Rated as Partially Meets to Consistently Meets/Exceeds Criterion	
• Table 3: Comparison by Programs of Items Rated as Consistently Meets/Exceeds Criterion and Items Rated as Partially to Consistently Meets/Exceeds Criterion	
INDIVIDUAL PROGRAMS: ASSESSMENT OF INSTRUCTIONAL SUFFICIENCY BY CRITICAL ELEMENT AND GRADE LEVEL	25
Houghton Mifflin <i>Alabama Reading</i>	26
• Summary	
• Instructional Ratings	
Zaner-Bloser <i>Voices Reading</i>	33
• Summary	
• Instructional Ratings	
Scott Foresman <i>Reading Street</i>	40
• Summary	
• Instructional Ratings	

MacMillan/McGraw-Hill <i>Treasures</i>	47
• Summary	
• Instructional Ratings	
Voyager <i>Universal Literacy</i>	54
• Summary	
• Instructional Ratings	
Harcourt <i>Storytown</i>	61
• Summary	
• Instructional Ratings	
SRA/McGraw-Hill <i>Imagine It!</i>	68
• Summary	
• Instructional Ratings	
SRA/McGraw-Hill <i>Reading Mastery Signature Edition</i>	75
• Summary	
• Instructional Ratings	
Sopris West <i>Read Well</i>	82
• Summary	
• Instructional Ratings	
APPENDICES	87
• Appendix A: Comprehensive Program Information Sheet	
• Appendix B: Elements of Effective Reading Instruction: Some Notes to Help in the Review Process	
• Appendix C: Expert Review Committee Comments	

PREFACE

This document reports the findings of an expert review of K-3 core reading programs submitted to the State Textbook Committee. The expert panel analyzed these core reading programs to determine the degree to which each program aligned with scientific research in reading. The evaluation consisted of four steps:

- Completing the Core Reading Program Screening Tool.
- Applying *A Consumer's Guide to Analyzing a Core Reading Program Grades K-3: A Critical Elements Analysis* (Simmons & Kame'enui, 2006) to each grade level of each program that was determined to be a core reading program.
- Compiling grade-level scores into an overall program score.
- Collecting the comments of the reviewers and the summary of each program written by the consultant.

The expert review panel was trained and supervised by state staff of the Alabama Reading Initiative (ARI). The 24-member panel consisted of regional reading coaches, school reading coaches, classroom teachers, and a university professor of reading. The panelists signed a statement indicating that they had no bias toward any publisher or program that would inhibit their making a fair and impartial decision and that they would have no monetary gain as a result of the review.

This report is offered as a service to the school districts and schools of Alabama. To avoid any expression of bias from the Alabama Department of Education, the report attempts to present the findings and the comments of the reviewers exactly as they were received. The brief narratives describing each program were written by the consultant and sent to the publishers for their review for accuracy. The comments made by the review panel for each program are found in Appendix C, and every attempt has been made to retain the exact wording of the panel's comments. Edits were kept to a minimum (e.g., primarily, edits for clarity and grammatical correctness) to retain the authentic tone of the grade-level specific comments of the reviewers.

The report is divided into six major sections:

- **Screening of Programs Submitted** – Presents the results of screening procedures to determine whether or not the program met the State Department of Education (SDE) definition of a core reading program and warranted a review.
- **Training of Review Panel** – Presents the training procedures used by the ARI state staff who trained the review panel.
- **Record of Program Review** – Presents the procedures used to review the core reading programs and a day-by-day summary of how the review was conducted.
- **Summary of Results Across Reading Programs and Grade Levels** – Presents three tables in which the scores for each grade level of each program are listed.
 - Table 1 (p. 21) presents for each program reviewed the overall scores (K-3) for items that consistently met or exceeded the criteria.

- Table 2 (p. 22) presents the overall scores (K-1) for items that partially met, met, and exceeded the criteria.
- Table 3 (p. 23) presents the overall results for Tables 1 and 2 in a side-by-side format.
- **Individual Programs: Assessment of Instructional Sufficiency by Critical Element and Grade Level** – Presents by program (in the order by which they were reviewed) a summary of the program and the scores by grade level for each critical element and each design feature.
- **Appendices** – Presents several items important to the review process:
 - Appendix A: A copy of the tool used during the screening process.
 - Appendix B: Notes used to train the review panel.
 - Appendix C: Comments made by the review panel for each program reviewed.
 The review panel understood that teachers teach reading, not programs. Consequently, the comments are not intended to support the ratings; rather, they provide additional information concerning local implementation. The scoring rubric focuses on the content of the program; the review panel comments focus more on the delivery of the program.

The *Expert Review of Core Reading Programs* might best be used as reference material. For example, the ratings for each program (found on pages 22, 23, and 24) might be consulted first if a local education agency (LEA) is seeking to narrow its review to a few of the highest scoring programs. Once the programs to be reviewed at the LEA level have been determined, all information related to that program (i.e., the summary of the program, the grade-level ratings for the program, and the review panel's comments concerning that program) might be studied in detail.

SCREENING OF PROGRAMS SUBMITTED

RECORD OF SCREENING PROCESS

When: May 17 & 18, 2007

Time: 8:30 – 11:30, 12:30 – 3:30

Where: 3rd Floor, Textbook Conference Room

Who: ARI State Staff; 4 Groups, 2-4 in each group

Procedures Posted to Guide Screening:

1. All screening must be conducted in the Textbook Conference Room.
2. No textbooks, teacher's guides, materials, etc., of any program may leave the room.
3. Work will be conducted in small grade-level groups of two to three.
4. All work in a specific program will be conducted simultaneously.
5. Each group will use the *Comprehensive Program Information Sheet*. (See Appendix A.)
 - First, complete the identifying information section
 - Next, go to #1. Read the question – “Does the program meet the definition of a comprehensive program?” – and the accompanying statements. As a grade level group determine the answer to each statement.
 - Document findings related to the “accompanying statements” on the back of the *green sheet*.
 - Determine the answer to the question and circle *Yes* or *No*.
6. Place completed form in the envelope corresponding to the identified program.
7. Return all textbooks, teacher's guides, related materials, etc., leaving them exactly as found.

ORDER OF SCREENING OF CORE READING PROGRAMS

Core reading programs submitted for screening were drawn at random and screened in the following order:

Selection #	Publisher	Title
1.	Scott Foresman	<i>Reading Street</i>
2.	Zaner-Bloser	<i>Voices Reading</i>
3.	Harcourt	<i>Storytown</i>
4.	Rigby	<i>Literacy by Design</i>
5.	Macmillan/McGraw-Hill	<i>Treasures</i>
6.	Houghton-Mifflin	<i>Alabama Reading</i>
7.	Sopris West	<i>Read Well</i>
8.	Voyager	<i>Universal Literacy</i>
9.	SRA/McGraw-Hill	<i>Reading Mastery: Signature Edition</i>
10.	SRA/McGraw-Hill	<i>Imagine It!</i>
11.	Wright Group	<i>Breakthrough to Literacy</i>

RESULTS OF SCREENING PROCESS

The results of the screening process are listed below in the order in which they were reviewed.

1. Scott-Foresman *Reading Street*
4 **Yes**
0 **No**

Program recommended for full review.

2. Zaner-Bloser *Voices Reading*
4 **Yes**
0 **No**

Discussion: Asked for Teacher Routine Cards
Tabled for further screening

Program recommended for full review, with reservation.

3. Harcourt *Storytown*
4 **Yes**
0 **No**

Program recommended for full review.

4. Rigby *Literacy by Design*
1 **Yes (?)**
3 **No**

Discussion: Asked for Source book
Discussed Comprehension Bridge
Tabled for further screening.

Program recommended for additional screening by full review panel.**

***June 8, 2007: Pam Lackey read the following statement to the review panel members: "The results of the screening process for Rigby Literacy by Design were inconclusive. Therefore, we are asking that you first screen this program to determine if it should receive a full review." Following the review panel screening, panel members were reconvened. Each grade level provided a "yes" or "no" to the question, "Should the program progress to a full review?" Results included the following: K = No; Grade 1 = No; Grade 2 = No; Grade 3 = Yes. The consensus of the review panel was that the program not proceed to a full review. Concerns centered on a lack of explicitness (e.g., lack of clear teacher modeling and guided practice), a lack of decodable texts, limited phonics and phonemic awareness instruction, limited fluency building, and the absence of seamless, systematic instruction.*

5. MacMillan/McGraw Hill *Treasures*
4 **Yes**
0 No

Program recommended for full review.

6. Houghton-Mifflin *Alabama Reading*
4 **Yes**
0 No

Discussion: Tabled for further screening.

Program recommended for full review, with reservation.

7. Sopris West *Read Well* K-1*
2 **Yes**
0 No

Program recommended for full review.

**Submitted as a core program only for grades K and 1.*

8. Voyager *Universal Literacy*
3 **Yes**
0 No
1 Undecided

Program recommended for full review, with reservation.

9. SRA/McGraw-Hill *Reading Mastery Signature Edition*
4 **Yes**
0 No

Program recommended for full review.

10. SRA/McGraw-Hill *Imagine It*
4 **Yes**
0 No

Program recommended for full review.

11. Wright Group *Breakthrough to Literacy*
0 Yes
4 **No**

Discussion: This program was submitted as a core but those screening the program noted that it appeared to be several stand-alone programs; no alignment across programs was noted. Committee members found no coordinated instructional sequence or aligned student materials. They did not find the programs seamless nor did they find clear evidence of explicit instruction (e.g., no clear modeling, guided practice or independent practice activities.)

Program not recommended for full review.

TRAINING OF EXPERT REVIEW PANEL

TRAINING OF EXPERT REVIEW PANEL

8:30-9:30	Sign-in, Travel, Notarization
9:30	Welcome and Introductions Explanation of Task
10:00	<i>Selecting an Effective Core Reading Program</i>
10:30	<i>Core Reading Program Review Procedures</i> <i>Elements of Effective Reading Instruction: Some Notes to Help in the Review Process (See Appendix B for consultant's notes.)</i> <i>Using the Consumer's Guide to Evaluating a Core Reading Program</i>
11:30	Lunch
12:30	Continue using the <i>Consumer's Guide to Evaluating a Core Reading Program</i>
1:00	Mock Review
2:30	Roundtable Grade-level Discussion
3:00	Wrapping It Up
3:30	Dismiss

Outcomes

The review panel member will:

- 1) Understand the purpose of the ARI Core Reading Program Review
- 2) Understand the critical and sensitive nature of the review and declare no bias
- 3) Understand the procedures for the Review
- 4) Become familiar with the tool, *Consumer's Guide to Analyzing a Core Reading Program Grades K-3: A Critical Elements Analysis* by participating in a mock review.

RECORD OF PROGRAM REVIEW

DATE, LOCATION, PARTICIPANTS, AND PROGRAMS

Date	June 4-8, 2007
Location	Shelby County Instructional Services Center (SCISC) 601 First Street South/Highway 31 Alabaster, AL 35007
Panel Participants	Alabama Reading Initiative (ARI) Regional Staff School Reading Coaches K-3 Classroom Teachers ARI Central Office Contacts University Reading Faculty Member
Consultant	Dr. Nancy Marchand-Martella Eastern Washington University
ARI Staff	Pam Lackey Karen Porter
Programs Receiving Consideration	Harcourt <i>Storytown</i> Houghton Mifflin <i>Alabama Reading</i> Macmillan/McGraw-Hill <i>Treasures</i> Rigby <i>Literacy by Design</i> Scott Foresman <i>Reading Street</i> Sopris West <i>Read Well</i> SRA/McGraw-Hill <i>Reading Mastery</i> <i>Signature Edition</i> SRA/McGraw-Hill <i>Imagine It!</i> Voyager <i>Universal Literacy System</i> Zaner-Bloser <i>Voices Reading</i>

GENERAL DAILY SCHEDULE

Monday, June 4

8:00 a.m. – 10:00 a.m. Publishers Deliver Programs

11:30 a.m. – 4:30 p.m.	Welcome and Logistics Training Reviewers Program Review	Pam Lackey Dr. Nancy Marchand-Martella Review Panel
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Tuesday, June 5 – Thursday, June 7*

7:30 a.m. – 12:00	Program Review	Review Panel
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12:00 – 1:00 p.m.	Lunch	
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1:00 p.m. – 4:30 p.m.	Program Review	Review Panel
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Friday, June 8

7:30 a.m.– 1:00 p.m.	Program Review	Review Panel
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**Note: Panel members met until 6 p.m. on June 7*

PROCEDURES FOR REVIEWING CORE READING PROGRAMS

The following procedures were outlined verbatim in a February 26, 2007, memo from Dr. Joseph B. Morton, State Superintendent of Education in Alabama. These procedures were followed exactly during the review process.

Each core reading program submitted to the State of Alabama's State Textbook Committee will be evaluated by the Alabama Reading Initiative (ARI). This evaluation will consist of up to four steps: 1) completing the Core Reading Program Screening Tool, 2) working through the Consumer's Guide (Simmons & Kame'enui, 2006), 3) compiling grade-level scores into an overall program score, and 4) conducting appeals from requesting publishers. When evaluating a core reading program, the following procedures will be used:

Core Reading Program Screening Tool: Initial ARI Evaluation

- A panel of ARI state and regional personnel will review the research base submitted by the publisher.
- The panel will be divided into grade-level groups of at least 2 members in each group.
- The panel will become familiar with the layout and components of the program. They will locate the scope and sequence, determine the components that will be needed to complete the examination, and see how the program is organized.
- The panel will complete the Core Reading Program Screening Tool. If the answer to question number two is yes, the program will be recommended for full review. If the answer to question number two is no, the program will not receive a full review.

Consumer's Guide: Full Review

- A program review committee will be assembled and divided into K-3 grade-level panels.
- All K-3 grade-level panels will work on the same program simultaneously. Programs will be reviewed in a random order. Each grade-level panel will have at least six members working separately from other grade levels during the review.
- Each grade-level panel will become familiar with the layout of the program. This will be a time to locate the scope and sequence, determine the components that will be needed to complete the examination, and see how the program is organized.
- Grade-level panels will use the Consumer's Guide to analyze items within the first critical element (e.g., phonological and phonemic awareness) as follows:
 - Each grade-level panel will be divided into three groups.
 - Each group will examine selected units/weeks in the program, with one group examining an early unit/week and a mid-program unit/week, another group examining a mid-program unit/week and a later unit/week, and the third group examining an early unit/week and a later unit/week.
 - Each group will independently analyze and score the program on items within the first critical element for its corresponding units/weeks. Evidence of findings will be noted.
 - Upon completion, the groups will meet as a grade-level panel and reach consensus on the scores. This consensus will require discussion and a possible return to the evidence.
- This process will be repeated for each critical element of the Consumer's Guide for the specified grade level, rotating examination of designated units/weeks.

- After all critical elements are evaluated, the grade-level panel will transfer scores to the Summary of Instruction Ratings.
- The grade-level panel will then score the grade-level Design Features.
- Finally, the grade-level panel will write a summary of evidence of sufficient and insufficient instructional quality in the section labeled, “Summary.”

Compiling Grade-Level Scores

- When each grade-level panel has completed the Consumer’s Guide, all grade-level panels will meet.
- Each grade-level panel will report its scores to the other grade-level panels.
- Scores for the program will be compiled into an overall program score by ARI staff.
- The grade-level panels will then proceed to the next program.

Conducting Appeals

- Following the entire review process, a written report will be sent to all publishers whose programs were initially screened by ARI.
- Any publisher whose program did not receive a full review or whose combined program score was below 70 may request a meeting to repeal the results of the review (Note: Procedures for conducting appeals will be provided with the aforementioned written report).

DAILY NOTES PREPARED BY CONSULTANT

Review Panel Notes

Prepared by Dr. Nancy Marchand-Martella

Monday, June 4, 2007

Pam Lackey and Karen Porter provided a welcome to the review committee and noted the importance of their responsibilities. They explained the travel form and how expenses would be handled.

In order to standardize the review process, Nancy Marchand-Martella provided a review of the elements of effective reading instruction. A handout (see Appendix B) entitled, *Elements of Effective Reading Instruction: Some Notes to Help in the Review Process* was provided. Participants were led through the document, *Put Reading First: The Research Building Blocks for Teaching Children to Read (Kindergarten Through Grade 3)* (Armbruster, Lehr, & Osborn, 2004). Participants reviewed important aspects of instructional design, as well as phonemic awareness, phonics, fluency building, vocabulary development, and text comprehension. Questions related to the Consumer's Guide (Simmons & Kame'enui, 2006) were answered as they related to the elements of effective reading instruction.

Next, the order of review of the reading programs was randomly determined. A teacher was selected from the review panel. Then, slips of paper, each containing the name of a reading program, were placed in a pocket folder. The teacher selected one slip of paper at a time that was then read by Pam Lackey and recorded by Karen Porter. The order of review was determined as follows:

1. Houghton Mifflin *Alabama Reading*
2. Zaner-Bloser *Voices Reading*
3. Scott Foresman *Reading Street*
4. MacMillan/McGraw-Hill *Treasures*
5. Voyager *Universal Literacy*
6. Harcourt *Storytown*
7. SRA/McGraw-Hill *Imagine It!*
8. SRA/McGraw-Hill *Reading Mastery Signature Edition*
9. Rigby *Literacy by Design*
10. Sopris West *Read Well*

Review panels assembled in their respective rooms to review Houghton Mifflin *Alabama Reading*. ARI staff and Dr. Marchand-Martella answered questions as they arose during the review process. Dr. Marchand-Martella made calls to Houghton Mifflin representatives to ask questions about the program (e.g., scope and sequence of the program, time for various program activities exceeding 90 minutes in some grades).

Review panels assembled to debrief on the review process. Questions were asked and answered.

Tuesday, June 5, 2007

ARI staff and Dr. Nancy Marchand-Martella addressed questions related to the previous day's review.

Review panel members continued to review Houghton Mifflin *Alabama Reading*. Panel members then reviewed Zaner-Bloser *Voices Reading* followed by Scott Foresman *Reading Street*. Dr. Marchand-Martella made calls to Houghton Mifflin and Zaner-Bloser representatives (e.g., inquiry of total number of grade levels offered; Tier 1, II, and III programs offered; which materials came with core program and which were considered ancillary).

Review panels assembled to debrief on the review process. Questions were asked and answered.

Wednesday, June 6, 2007

ARI staff and Dr. Nancy Marchand-Martella addressed questions related to the previous day's review.

Review panel members finished Zaner-Bloser *Voices Reading* and continued to work on Scott Foresman *Reading Street*. Following the review of Scott Foresman *Reading Street*, panel members proceeded to MacMillan/McGraw-Hill *Treasures* and Voyager *Universal Literacy*. Dr. Marchand-Martella made calls to the Scott Foresman, MacMillan/McGraw-Hill, and Voyager representatives (e.g., inquiry of total number of grade levels offered; Tier 1, II, and III programs offered; which materials came with core program and which were considered ancillary).

Review panels assembled to debrief on the review process. Questions were asked and answered.

Thursday, June 7, 2007

ARI staff and Dr. Nancy Marchand-Martella addressed questions related to the previous day's review.

Review panel members finished Voyager *Universal Literacy* and proceeded to Harcourt *Storytown* and SRA/McGraw-Hill *Imagine It!* Dr. Marchand-Martella made calls to Harcourt and SRA representatives (e.g., inquiry of total number of grade levels offered; Tier 1, II, and III programs offered; which materials came with core program and which were considered ancillary). Leveled readers were missing for Grade 1 in Harcourt and were delivered following the review process for that program; thus, they were not available for review.

Review panels assembled to debrief on the review process. Questions were asked and answered.

Friday, June 8, 2007

ARI staff and Dr. Nancy Marchand-Martella addressed questions related to the previous day's review.

Review panel members finished *Reading Mastery Signature Edition* and proceeded to Rigby *Literacy by Design* and Sopris West *Read Well*. Dr. Marchand-Martella made calls to Sopris West representatives (e.g., inquiry of total number of grade levels offered; Tier 1, II, and III programs offered; which materials came with core program and which were considered ancillary).

Review panels assembled to debrief on the review process; review results were shared. Review panel members were thanked for their services over the week and then dismissed.

SUMMARY OF RESULTS ACROSS READING PROGRAMS AND GRADE LEVELS

PERCENTAGE OF ITEMS RATED AS CONSISTENTLY MEETS/EXCEEDS CRITERION

Table 1

Percentage of Items Rated as Consistently Meets/Exceeds Criterion Across Reading Programs and Grade Levels					
Program	K	1	2	3	K-3
Houghton Mifflin <i>Alabama Reading</i>	2/47 = 4.3%	24/49 = 49.0%	10/45 = 22.2%	7/30 = 23.3%	43/171 = 25.1%
Zaner-Bloser <i>Voices Reading</i>	7/47 = 14.9%	17/49 = 34.7%	11/45 = 24.4%	7/30 = 23.3%	42/171 = 24.6%
Scott Foresman <i>Reading Street</i>	44/47 = 93.6%	38/49 = 77.6%	19/45 = 42.2%	13/30 = 43.3%	114/171 = 66.7%
MacMillan/McGraw-Hill <i>Treasures</i>	10/47 = 21.3%	32/49 = 65.3%	8/45 = 17.8%	15/30 = 50.0%	65/171 = 38.0%
Voyager <i>Universal Literacy System</i>	22/47 = 46.8%	28/49 = 57.1%	4/45 = 8.9%	4/30 = 13.3%	58/171 = 33.9%
Harcourt <i>Storytown</i>	19/47 = 40.4%	39/49 = 79.6%	26/45 = 57.8%	12/30 = 40.0%	96/171 = 56.1%
SRA/McGraw-Hill <i>Imagine It!</i>	22/47 = 46.8%	23/49 = 46.9%	23/45 = 51.1%	16/30 = 53.3%	84/171 = 49.1%
SRA/McGraw-Hill <i>Reading Mastery Signature Edition</i>	32/47 = 68.0%	24/49 = 49.0%	9/45 = 20.0%	5/30 = 16.7%	70/171 = 40.9%
Sopris West <i>Read Well</i>	33/47 = 70.2%	21/49 = 42.9%	NA	NA	54/96 = 56.3%

**PERCENTAGE OF ITEMS RATED AS PARTIALLY MEETS TO CONSISTENTLY MEETS/EXCEEDS
CRITERION**

TABLE 2

Percentage of Items Rated as Partially Meets to Consistently Meets/Exceeds Criterion Across Reading Programs and Grade Levels					
Program	K	1	2	3	K-3
Houghton Mifflin <i>Alabama Reading</i>	23/47 = 48.9%	41/49 = 83.7%	32/45 = 71.1%	22/30 = 73.3%	118/171 = 69.0%
Zaner-Bloser <i>Voices Reading</i>	30/47 = 63.8%	34/49 = 69.4%	41/45 = 91.1%	26/30 = 86.7%	131/171 = 76.6%
Scott Foresman <i>Reading Street</i>	46/47 = 97.9%	47/49 = 95.9%	43/45 = 95.6%	26/30 = 86.7%	162/171 = 94.7%
MacMillan/McGraw-Hill <i>Treasures</i>	42/47 = 89.4%	47/49 = 95.9%	44/45 = 97.8%	28/30 = 93.3%	161/171 = 94.2%
Voyager <i>Universal Literacy System</i>	34/47 = 72.3%	36/49 = 73.5%	38/45 = 84.4%	16/30 = 53.3%	124/171 = 72.5%
Harcourt <i>Storytown</i>	43/47 = 91.5%	46/49 = 93.9%	45/45 = 100.0%	28/30 = 93.3%	162/171 = 94.7%
SRA/McGraw-Hill <i>Imagine It!</i>	45/47 = 95.7%	39/49 = 79.6%	44/45 = 97.8%	29/30 = 96.7%	157/171 = 91.8%
SRA/McGraw-Hill <i>Reading Mastery Signature Edition</i>	45/47 = 95.7%	40/49 = 81.6%	34/45 = 75.6%	13/30 = 43.3%	132/171 = 77.2%
Sopris West <i>Read Well</i>	44/47 = 93.6%	39/49 = 79.6%	NA	NA	83/96 = 86.5%

**COMPARISON BY PROGRAMS OF ITEMS RATED AS CONSISTENTLY MEETS/EXCEEDS
CRITERION AND ITEMS RATED AS PARTIALLY TO CONSISTENTLY MEETS/EXCEEDS
CRITERION**

TABLE 3

Comparison of Percentage of Items Rated as Consistently Meets/Exceeds Criterion and Items Rated as Partially to Consistently Meets/Exceeds Criterion Across Reading Programs and Grade Levels		
Program	K-3 Consistently Meets/Exceeds Only	K-3 Partially Meets to Consistently Meets/Exceeds
Houghton Mifflin <i>Alabama Reading</i>	43/171 = 25.1 %	118/171 = 69.0%
Zaner-Bloser <i>Voices Reading</i>	42/171 = 24.6%	131/171 = 76.6%
Scott Foresman <i>Reading Street</i>	114/171 = 66.7%	162/171 = 94.7%
MacMillan/McGraw-Hill <i>Treasures</i>	65/171 = 38.0%	161/171 = 94.2%
Voyager <i>Universal Literacy</i>	58/171 = 33.9%	124/171 = 72.5%
Harcourt <i>Storytown</i>	96/171 = 56.1%	162/171 = 94.7%
SRA/McGraw-Hill <i>Imagine It!</i>	84/171 = 49.1%	157/171 = 91.8%
SRA/McGraw-Hill <i>Reading Mastery Signature Edition</i>	70/171 = 40.9%	132/171 = 77.2%
Sopris West <i>Read Well</i>	*54/96 = 56.3% *Reviewed for K/1 only	*83/96 = 86.5% *Reviewed for K/1 only

**INDIVIDUAL PROGRAMS:
ASSESSMENT OF
INSTRUCTIONAL
SUFFICIENCY BY
CRITICAL ELEMENT AND
GRADE LEVEL**

Houghton Mifflin *Alabama Reading*

SUMMARY OF HOUGHTON MIFFLIN ALABAMA READING

Houghton Mifflin *Alabama Reading* offers programs for Grades K-5. Further, supplemental instruction including *Intervention Strategies for Extra Support* and *Instructional Strategies for ELL* are noted; a *Phonics Intervention* is also evident. Houghton Mifflin also has intervention programs that can be purchased separately (i.e., *Soar to Success* and *Destination Reading*).

Overall, the review panel found Houghton Mifflin *Alabama Reading* difficult to evaluate. The chief complaint cited by the review panel centered on the vagueness of the scope and sequence and lack of alignment between the scope and sequence and program lessons. Review members commented that the program would be difficult to implement in the classroom given its various components and rather confusing teacher editions. Another concern centered on the lack of clear teacher modeling and ample guided practice. Thus, issues centered on the absence of explicit and systematic instruction; this was particularly evident in the area of vocabulary development. Most grade level groups noted problems with the “clocks” in the program; clocks indicated a need for time beyond 90 minutes to implement this program with fidelity. Several comments were made concerning a scarcity of skills introduced in the lessons and the fact that acceleration would be needed to give students increased opportunities to practice over time. Finally, frustration was noted in having to search for elements due to unclear labeling and inconsistent use of skill development across a grade level. No placement test was noted.

A cursory analysis of the supplemental instruction for below-level students showed limited teacher modeling and guided practice. A cursory analysis of *Soar to Success*, an intervention program, showed some explicit instruction. Supplemental instruction and *Soar to Success* appeared to be aligned with the core program. *Destination Reading* was not examined.

(Expert review committee comments can be found in Appendix C, p. 92.)

Overall Assessment of Instructional Sufficiency by Critical Element and Grade

PROGRAM NAME: Houghton Mifflin Alabama Reading

Critical Element	Kindergarten			First Grade		
Phonemic Awareness n =	● 0	◐ 4	○ 7	● 5	◐ 1	○ 1
Phonics and Word Analysis n =	● 2	◐ 11	○ 2	● 9	◐ 4	○ 1
Fluency n =	N/A			● 4	◐ 2	○ 1
Vocabulary n =	● 0	◐ 0	○ 8	● 0	◐ 4	○ 4
Comprehension n =	● 0	◐ 3	○ 4	● 5	◐ 2	○ 1
Design Features n =	● 0	◐ 3	○ 3	● 1	◐ 4	○ 0
Critical Element	Second Grade			Third Grade		
Phonemic Awareness n =	N/A			N/A		
Phonics and Word Analysis n =	● 3	◐ 7	○ 2	● 1	◐ 3	○ 2
Fluency n =	● 2	◐ 2	○ 0	● 3	◐ 1	○ 0
Vocabulary n =	● 2	◐ 3	○ 8	● 0	◐ 4	○ 5
Comprehension n =	● 3	◐ 7	○ 1	● 3	◐ 3	○ 1
Design Features n =	● 0	◐ 3	○ 2	● 0	◐ 4	○ 0

Use the following criteria for each critical element:

● = Element meets/exceeds criterion

◐ = Element partially meets/exceeds criterion

○ = Element does not satisfy criterion

Summary of Kindergarten Instruction Ratings

PROGRAM NAME: Houghton Mifflin Alabama Reading

KINDERGARTEN ITEMS						
Phonemic Awareness Instruction (11)	<u>0</u>	●	<u>4</u>	○	<u>7</u>	○
Letter-Sound Association Instruction (5)	<u>0</u>	●	<u>4</u>	○	<u>1</u>	○
Decoding Instruction (5)	<u>1</u>	●	<u>3</u>	○	<u>1</u>	○
Irregular Words Instruction (5)	<u>1</u>	●	<u>4</u>	○	<u>0</u>	○
Vocabulary Instruction (8)	<u>0</u>	●	<u>0</u>	○	<u>8</u>	○
Listening Comprehension Instruction (7)	<u>0</u>	●	<u>3</u>	○	<u>4</u>	○
<i>Kindergarten Instruction Totals (41)</i>	<u>2</u>	●	<u>18</u>	○	<u>21</u>	○

KINDERGARTEN DESIGN FEATURES			
● □	○ X	○ □	1. Coordinates and integrates <u>phonemic awareness</u> and <u>phonics</u> instruction and student materials.
● □	○ □	○ X	2. Provides ample practice on high-priority skills.
● □	○ □	○ X	3. Provides explicit instruction.
● □	○ □	○ X	4. Provides systematic instruction by careful selection and extension of examples.
● □	○ X	○ □	5. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	6. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of First Grade Instruction

PROGRAM NAME: Houghton Mifflin Alabama Reading

FIRST GRADE ITEMS						
Phonemic Awareness Instruction (7)	<u>5</u>	●	<u>1</u>	○	<u>1</u>	○
Phonics and Word Analysis Instruction (8)	<u>4</u>	●	<u>4</u>	○	<u>0</u>	○
Irregular Words Instruction (6)	<u>5</u>	●	<u>0</u>	○	<u>1</u>	○
Text Reading and Fluency Instruction (7)	<u>4</u>	●	<u>2</u>	○	<u>1</u>	○
Vocabulary Development (8)	<u>0</u>	●	<u>4</u>	○	<u>4</u>	○
Reading Comprehension Instruction (8)	<u>5</u>	●	<u>2</u>	○	<u>1</u>	○
<i>First Grade Instruction Totals (44)</i> <i>N =</i>	<u>23</u>	●	<u>13</u>	○	<u>8</u>	○

FIRST GRADE DESIGN FEATURES			
● X	○ □	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● □	○ X	○ □	2. Provides ample practice on high-priority skills.
● □	○ X	○ □	3. Provides explicit instruction on new skills/strategies.
● □	○ X	○ □	4. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Second Grade Instruction Ratings

PROGRAM NAME: Houghton Mifflin Alabama Reading

SECOND GRADE ITEMS						
Phonics & Word Analysis Instruction (8) n =	<u>1</u>	●	<u>6</u>	○	<u>1</u>	○
Irregular Words Instruction (4) n =	<u>2</u>	●	<u>1</u>	○	<u>1</u>	○
Text Reading & Fluency Instruction (4) n =	<u>2</u>	●	<u>2</u>	○	<u>0</u>	○
Vocabulary Instruction (13) n =	<u>2</u>	●	<u>3</u>	○	<u>8</u>	○
Reading Comprehension Instruction (11) n =	<u>3</u>	●	<u>7</u>	○	<u>1</u>	○
<i>Second Grade Instruction Totals (40)</i> <i>N =</i>	<u>10</u>	●	<u>19</u>	○	<u>11</u>	○

SECOND GRADE DESIGN FEATURES			
● □	○ □	○ X	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● □	○ X	○ □	2. Provides ample practice on high-priority skills.
● □	○ X	○ □	3. Provides explicit and systematic instruction.
● □	○ X	○ □	4. Includes systematic and cumulative review of high priority skills.
● □	○ □	○ X	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Third Grade Instruction Ratings

PROGRAM NAME: Houghton Mifflin Alabama Reading

THIRD GRADE ITEMS						
Phonics and Word Analysis Instruction (6) n =	<u>1</u>	●	<u>3</u>	○	<u>2</u>	○
Text Reading and Fluency Instruction (4) n =	<u>3</u>	●	<u>1</u>	○	<u>0</u>	○
Vocabulary Instruction (9) n =	<u>0</u>	●	<u>4</u>	○	<u>5</u>	○
Reading Comprehension Instruction (7) n =	<u>3</u>	●	<u>3</u>	○	<u>1</u>	○
<i>Third Grade Instruction Totals (26)</i> N =	<u>7</u>	●	<u>11</u>	○	<u>8</u>	○

THIRD GRADE DESIGN FEATURES			
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	1. Provides ample practice on high-priority skills.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	2. Provides explicit and systematic instruction.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	3. Includes systematic and cumulative review of high priority skills.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	4. Demonstrates and builds relationships between fundamental skills leading to higher order skills.		

Zaner-Bloser *Voices Reading*

SUMMARY OF ZANER-BLOSER *VOICES READING*

Zaner-Bloser *Voices Reading* offers programs for Grades K-5. Further, supplemental instruction is offered within the program along with a separate intervention program for third grade—*Phonics Intervention Kit*.

Overall, the review committee found that Zaner-Bloser *Voices Reading* lacked explicit instruction. Review panel members found the program difficult to review because of its lack of explicitness and unclear scope and sequence. Explicit directions were found only on routine cards, not infused throughout the program. Opportunities to elicit student responses were limited as well. Further, the program did not progress from more simplistic skills to more complex ones. The program offered limited practice to achieve skill mastery over time. Panel members noted the program would be difficult to implement in the classroom, given its layout and need to develop materials not included in the program. No placement test was found.

A cursory analysis of the supplemental instruction showed limited teacher modeling and guided practice; explicit instruction appeared to be lacking. The *Phonics Intervention Kit* was not examined.

(Expert review committee comments can be found in Appendix C, p. 93.)

Overall Assessment of Instructional Sufficiency by Critical Element and Grade

PROGRAM NAME: Zaner-Bloser Voices Reading

Critical Element	Kindergarten			First Grade		
Phonemic Awareness n =	● 3	◐ 7	○ 1	● 2	◐ 0	○ 5
Phonics and Word Analysis n =	● 4	◐ 5	○ 6	● 7	◐ 3	○ 4
Fluency n =	N/A			● 1	◐ 3	○ 3
Vocabulary n =	● 0	◐ 3	○ 5	● 1	◐ 5	○ 2
Comprehension n =	● 0	◐ 6	○ 1	● 6	◐ 2	○ 0
Design Features n =	● 0	◐ 2	○ 4	● 0	◐ 4	○ 1
Critical Element	Second Grade			Third Grade		
Phonemic Awareness n =	N/A			N/A		
Phonics and Word Analysis n =	● 5	◐ 6	○ 1	● 1	◐ 4	○ 1
Fluency n =	● 0	◐ 3	○ 1	● 0	◐ 2	○ 2
Vocabulary n =	● 1	◐ 11	○ 1	● 2	◐ 6	○ 1
Comprehension n =	● 5	◐ 5	○ 1	● 4	◐ 3	○ 0
Design Features n =	● 0	◐ 5	○ 0	● 0	◐ 4	○ 0

Use the following criteria for each critical element:



= Element meets/exceeds criterion



= Element partially meets/exceeds criterion



= Element does not satisfy criterion

Summary of Kindergarten Instruction Ratings

PROGRAM NAME: Zaner-Bloser Voices Reading

KINDERGARTEN ITEMS						
Phonemic Awareness Instruction (11)	<u>3</u>	●	<u>7</u>	○	<u>1</u>	○
Letter-Sound Association Instruction (5)	<u>0</u>	●	<u>4</u>	○	<u>1</u>	○
Decoding Instruction (5)	<u>0</u>	●	<u>0</u>	○	<u>5</u>	○
Irregular Words Instruction (5)	<u>4</u>	●	<u>1</u>	○	<u>0</u>	○
Vocabulary Instruction (8)	<u>0</u>	●	<u>3</u>	○	<u>5</u>	○
Listening Comprehension Instruction (7)	<u>0</u>	●	<u>6</u>	○	<u>1</u>	○
<i>Kindergarten Instruction Totals (41)</i>	<u>7</u>	●	<u>21</u>	○	<u>13</u>	○

KINDERGARTEN DESIGN FEATURES			
● □	○ □	○ X	1. Coordinates and integrates <u>phonemic awareness</u> and <u>phonics</u> instruction and student materials.
● □	○ □	○ X	2. Provides ample practice on high-priority skills.
● □	○ □	○ X	3. Provides explicit instruction.
● □	○ □	○ X	4. Provides systematic instruction by careful selection and extension of examples.
● □	○ X	○ □	5. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	6. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of First Grade Instruction Ratings

PROGRAM NAME: Zaner-Bloser Voices Reading

FIRST GRADE ITEMS						
Phonemic Awareness Instruction (7) n =	<u>2</u>	●	<u>0</u>	○	<u>5</u>	○
Phonics and Word Analysis Instruction (8) n =	<u>3</u>	●	<u>2</u>	○	<u>3</u>	○
Irregular Words Instruction (6) n =	<u>4</u>	●	<u>1</u>	○	<u>1</u>	○
Text Reading and Fluency Instruction (7) n =	<u>1</u>	●	<u>3</u>	○	<u>3</u>	○
Vocabulary Development (8) n =	<u>1</u>	●	<u>5</u>	○	<u>2</u>	○
Reading Comprehension Instruction (8) n =	<u>6</u>	●	<u>2</u>	○	<u>0</u>	○
<i>First Grade Instruction Totals (44)</i> N =	<u>17</u>	●	<u>13</u>	○	<u>14</u>	○

FIRST GRADE DESIGN FEATURES			
● □	○ X	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● □	○ □	○ X	2. Provides ample practice on high-priority skills.
● □	○ X	○ □	3. Provides explicit instruction on new skills/strategies.
● □	○ X	○ □	4. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Second Grade Instruction Ratings

PROGRAM NAME: Zaner-Bloser Voices Reading

SECOND GRADE ITEMS						
Phonics & Word Analysis Instruction (8) n =	<u>2</u>	●	<u>5</u>	○	<u>1</u>	○
Irregular Words Instruction (4) n =	<u>3</u>	●	<u>1</u>	○	<u>0</u>	○
Text Reading & Fluency Instruction (4) n =	<u>0</u>	●	<u>3</u>	○	<u>1</u>	○
Vocabulary Instruction (13) n =	<u>1</u>	●	<u>11</u>	○	<u>1</u>	○
Reading Comprehension Instruction (11) n =	<u>5</u>	●	<u>5</u>	○	<u>1</u>	○
<i>Second Grade Instruction Totals (40)</i> <i>N =</i>	<u>11</u>	●	<u>25</u>	○	<u>4</u>	○

SECOND GRADE DESIGN FEATURES			
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>☐</div> <div>X</div> <div>☐</div> </div>	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>☐</div> <div>X</div> <div>☐</div> </div>	2. Provides ample practice on high-priority skills.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>☐</div> <div>X</div> <div>☐</div> </div>	3. Provides explicit and systematic instruction.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>☐</div> <div>X</div> <div>☐</div> </div>	4. Includes systematic and cumulative review of high priority skills.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>☐</div> <div>X</div> <div>☐</div> </div>	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.		

Summary of Third Grade Instruction Ratings

PROGRAM NAME: Zaner-Bloser Voices Reading

THIRD GRADE ITEMS						
Phonics and Word Analysis Instruction (6) n =	<u>1</u>	●	<u>4</u>	○	<u>1</u>	○
Text Reading and Fluency Instruction (4) n =	<u>0</u>	●	<u>2</u>	○	<u>2</u>	○
Vocabulary Instruction (9) n =	<u>2</u>	●	<u>6</u>	○	<u>1</u>	○
Reading Comprehension Instruction (7) n =	<u>4</u>	●	<u>3</u>	○	<u>0</u>	○
<i>Third Grade Instruction Totals (26)</i> N =	<u>7</u>	●	<u>15</u>	○	<u>4</u>	○

THIRD GRADE DESIGN FEATURES			
● □	○ X □	○ □	1. Provides ample practice on high-priority skills.
● □	○ X □	○ □	2. Provides explicit and systematic instruction.
● □	○ X □	○ □	3. Includes systematic and cumulative review of high priority skills.
● □	○ X □	○ □	4. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Scott Foresman *Reading Street*

SUMMARY OF SCOTT FORESMAN *READING STREET*

Scott Foresman *Reading Street* offers programs for Grades K-6. Supplemental instruction is embedded within the program for those students who need additional instruction (strategic instruction). For intensive intervention students, the program, *My Sidewalks on Scott Foresman Reading Street*, is available for grades K-5.

Overall, the review committee found Scott Foresman *Reading Street* to be user friendly. Review panel members commented that colored teacher directions were much appreciated, allowing teachers to identify the explicit “teacher talk” in the program. The scope and sequence, index, and skills trace made program elements easy to locate; alignment between these program elements and lessons was noted. “If.../then...” statements inform teachers as to when and how to supplement and/or intervene with students. Explicit instruction with clearly established modeling and guided practice was evident. The program used placement tests for grouping purposes and error correction procedures for consistent feedback. Further, progress monitoring was ample informing instructional practices during the program. The weakest aspect of this program was vocabulary development. Further work in this area is needed with a call for student-friendly definitions and adequate vocabulary circulation (cumulative review).

A cursory analysis of the supplemental and intensive intervention programs yielded a clear overlap with the core program. Further, explicit and systematic instruction was evident in both. Thus, this program appears to offer a seamless three-tier model of reading instruction.

(Expert review committee comments can be found in Appendix C, p. 94.)

Overall Assessment of Instructional Sufficiency by Critical Element and Grade

PROGRAM NAME: Scott Foresman Reading Street

Critical Element	Kindergarten			First Grade		
Phonemic Awareness n =	● 10	◐ 1	○ 0	● 5	◐ 1	○ 1
Phonics and Word Analysis n =	● 15	◐ 0	○ 0	● 14	◐ 0	○ 0
Fluency n =	N/A			● 7	◐ 0	○ 0
Vocabulary n =	● 7	◐ 0	○ 1	● 1	◐ 6	○ 1
Comprehension n =	● 6	◐ 1	○ 0	● 6	◐ 2	○ 0
Design Features n =	● 6	◐ 0	○ 0	● 5	◐ 0	○ 0
Critical Element	Second Grade			Third Grade		
Phonemic Awareness n =	N/A			N/A		
Phonics and Word Analysis n =	● 5	◐ 7	○ 0	● 3	◐ 3	○ 0
Fluency n =	● 4	◐ 0	○ 0	● 3	◐ 1	○ 0
Vocabulary n =	● 1	◐ 10	○ 2	● 3	◐ 3	○ 3
Comprehension n =	● 6	◐ 5	○ 0	● 4	◐ 2	○ 1
Design Features n =	● 3	◐ 2	○ 0	● 0	◐ 4	○ 0

Use the following criteria for each critical element:



= Element meets/exceeds criterion



= Element partially meets/exceeds criterion



= Element does not satisfy criterion

Summary of Kindergarten Instruction Ratings

PROGRAM NAME: Scott Foresman Reading Street

KINDERGARTEN ITEMS			
Phonemic Awareness Instruction (11) n =	● 10	○ 1	○ 0
Letter-Sound Association Instruction (5) n =	● 5	○ 0	○ 0
Decoding Instruction (5) n =	● 5	○ 0	○ 0
Irregular Words Instruction (5) n =	● 5	○ 0	○ 0
Vocabulary Instruction (8) n =	● 7	○ 0	○ 1
Listening Comprehension Instruction (7) n =	● 6	○ 1	○ 0
Kindergarten Instruction Totals (41) N =	● 38	○ 2	○ 1

KINDERGARTEN DESIGN FEATURES			
● <input checked="" type="checkbox"/>	○ <input type="checkbox"/>	○ <input type="checkbox"/>	1. Coordinates and integrates <u>phonemic awareness</u> and <u>phonics</u> instruction and student materials.
● X	○ <input type="checkbox"/>	○ <input type="checkbox"/>	2. Provides ample practice on high-priority skills.
● X	○ <input type="checkbox"/>	○ <input type="checkbox"/>	3. Provides explicit instruction.
● X	○ <input type="checkbox"/>	○ <input type="checkbox"/>	4. Provides systematic instruction by careful selection and extension of examples.
● X	○ <input type="checkbox"/>	○ <input type="checkbox"/>	5. Includes systematic and cumulative review of high priority skills.
● X	○ <input type="checkbox"/>	○ <input type="checkbox"/>	6. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of First Grade Instruction Ratings

PROGRAM NAME: Scott Foresman Reading Street

FIRST GRADE ITEMS						
Phonemic Awareness Instruction (7) n =	<u>5</u>	●	<u>1</u>	○	<u>1</u>	○
Phonics and Word Analysis Instruction (8) n =	<u>8</u>	●	<u>0</u>	○	<u>0</u>	○
Irregular Words Instruction (6) n =	<u>6</u>	●	<u>0</u>	○	<u>0</u>	○
Text Reading and Fluency Instruction (7) n =	<u>7</u>	●	<u>0</u>	○	<u>0</u>	○
Vocabulary Development (8) n =	<u>1</u>	●	<u>6</u>	○	<u>1</u>	○
Reading Comprehension Instruction (8) n =	<u>6</u>	●	<u>2</u>	○	<u>0</u>	○
<i>First Grade Instruction Totals (44)</i> <i>N =</i>	<u>33</u>	●	<u>9</u>	○	<u>2</u>	○

FIRST GRADE DESIGN FEATURES			
● X	○ □	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● X	○ □	○ □	2. Provides ample practice on high-priority skills.
● X	○ □	○ □	3. Provides explicit instruction on new skills/strategies.
● X	○ □	○ □	4. Includes systematic and cumulative review of high priority skills.
● X	○ □	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Second Grade Instruction Ratings

PROGRAM NAME: Scott Foresman Reading Street

SECOND GRADE ITEMS						
Phonics & Word Analysis Instruction (8) n =	<u>1</u>	●	<u>7</u>	○	<u>0</u>	○
Irregular Words Instruction (4) n =	<u>4</u>	●	<u>0</u>	○	<u>0</u>	○
Text Reading & Fluency Instruction (4) n =	<u>4</u>	●	<u>0</u>	○	<u>0</u>	○
Vocabulary Instruction (13) n =	<u>1</u>	●	<u>10</u>	○	<u>2</u>	○
Reading Comprehension Instruction (11) n =	<u>6</u>	●	<u>5</u>	○	<u>0</u>	○
<i>Second Grade Instruction Totals (40)</i> <i>N =</i>	<u>16</u>	●	<u>22</u>	○	<u>2</u>	○

SECOND GRADE DESIGN FEATURES			
● □	○ X	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● X	○ □	○ □	2. Provides ample practice on high-priority skills.
● □	○ X	○ □	3. Provides explicit and systematic instruction.
● X	○ □	○ □	4. Includes systematic and cumulative review of high priority skills.
● X	○ □	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Third Grade Instruction Ratings

PROGRAM NAME: Scott Foresman Reading Street

THIRD GRADE ITEMS						
Phonics and Word Analysis Instruction (6) n =	<u>3</u>	●	<u>3</u>	○	<u>0</u>	○
Text Reading and Fluency Instruction (4) n =	<u>3</u>	●	<u>1</u>	○	<u>0</u>	○
Vocabulary Instruction (9) n =	<u>3</u>	●	<u>3</u>	○	<u>3</u>	○
Reading Comprehension Instruction (7) n =	<u>4</u>	●	<u>2</u>	○	<u>1</u>	○
<i>Third Grade Instruction Totals (26)</i> <i>N =</i>	<u>13</u>	●	<u>9</u>	○	<u>4</u>	○

THIRD GRADE DESIGN FEATURES			
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	1. Provides ample practice on high-priority skills.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	2. Provides explicit and systematic instruction.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	3. Includes systematic and cumulative review of high priority skills.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	4. Demonstrates and builds relationships between fundamental skills leading to higher order skills.		

MacMillan/McGraw-Hill *Treasures*

SUMMARY OF MACMILLAN/MCGRAW-HILL *TREASURES*

MacMillan/McGraw-Hill *Treasures* offers programs for Grades K-6. Supplemental instruction is infused in the core program. An intervention program entitled, *Triumphs*, is also available.

Overall, the committee found that MacMillan/McGraw-Hill *Treasures* provides rich reading opportunities for students. Modeling and guided practice activities were sometimes noted across the elements of effective reading instruction; however, clearly delineated explicit instruction (e.g., “I do, we do, you do”) was not consistently displayed in this program. No placement test was offered. Review panel members found that the scope and sequence was not helpful in identifying important skills in the program; however, they did find the unit planner helpful in this endeavor. Vocabulary development was not as strong as the teaching of comprehension. Comprehension strategies were a main focus of the program. The committee agreed that this program could be difficult to implement in the classroom given its various program components.

A cursory analysis of the supplemental instruction showed a lack of explicitness in materials for teaching struggling readers. The intervention program, *Triumphs*, was quite explicit and very clear in its “I do, we do, you do” format. Both supplemental instruction and the intervention program appeared to be aligned with the core program, thus offering a seamless approach to the three-tier reading model.

(Expert review committee comments can be found in Appendix C, p. 95.)

Overall Assessment of Instructional Sufficiency by Critical Element and Grade

PROGRAM NAME: MacMillan/McGraw-Hill Treasures

Critical Element	Kindergarten			First Grade		
Phonemic Awareness n =	● 2	◐ 7	○ 2	● 1	◐ 5	○ 1
Phonics and Word Analysis n =	● 6	◐ 9	○ 0	● 10	◐ 3	○ 1
Fluency n =	N/A			● 5	◐ 2	○ 0
Vocabulary n =	● 2	◐ 5	○ 1	● 5	◐ 3	○ 0
Comprehension n =	● 0	◐ 6	○ 1	● 8	◐ 0	○ 0
Design Features n =	● 0	◐ 5	○ 1	● 3	◐ 2	○ 0
Critical Element	Second Grade			Third Grade		
Phonemic Awareness n =	N/A			N/A		
Phonics and Word Analysis n =	● 4	◐ 7	○ 1	● 2	◐ 3	○ 1
Fluency n =	● 2	◐ 2	○ 0	● 3	◐ 1	○ 0
Vocabulary n =	● 0	◐ 13	○ 0	● 4	◐ 4	○ 1
Comprehension n =	● 2	◐ 9	○ 0	● 6	◐ 1	○ 0
Design Features n =	● 0	◐ 5	○ 0	● 0	◐ 4	○ 0

Use the following criteria for each critical element:

● = Element meets/exceeds criterion

◐ = Element partially meets/exceeds criterion

○ = Element does not satisfy criterion

Summary of Kindergarten Instruction Ratings

PROGRAM NAME: MacMillan/McGraw-Hill Treasures

KINDERGARTEN ITEMS			
Phonemic Awareness Instruction (11) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2	7	2
Letter-Sound Association Instruction (5) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3	2	0
Decoding Instruction (5) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	4	0
Irregular Words Instruction (5) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2	3	0
Vocabulary Instruction (8) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2	5	1
Listening Comprehension Instruction (7) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	6	1
Kindergarten Instruction Totals (41) N =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10	27	4

KINDERGARTEN DESIGN FEATURES			
<input checked="" type="radio"/> <input type="checkbox"/>	<input type="radio"/> X	<input type="radio"/> <input type="checkbox"/>	1. Coordinates and integrates <u>phonemic awareness</u> and <u>phonics</u> instruction and student materials.
<input checked="" type="radio"/> <input type="checkbox"/>	<input type="radio"/> X	<input type="radio"/> <input type="checkbox"/>	2. Provides ample practice on high-priority skills.
<input checked="" type="radio"/> <input type="checkbox"/>	<input type="radio"/> X	<input type="radio"/> <input type="checkbox"/>	3. Provides explicit instruction.
<input checked="" type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> X	4. Provides systematic instruction by careful selection and extension of examples.
<input checked="" type="radio"/> <input type="checkbox"/>	<input type="radio"/> X	<input type="radio"/> <input type="checkbox"/>	5. Includes systematic and cumulative review of high priority skills.
<input checked="" type="radio"/> <input type="checkbox"/>	<input type="radio"/> X	<input type="radio"/> <input type="checkbox"/>	6. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of First Grade Instruction Ratings

PROGRAM NAME: MacMillan/McGraw-Hill Treasures

FIRST GRADE ITEMS						
Phonemic Awareness Instruction (7) n =	<u>1</u>	●	<u>5</u>	○	<u>1</u>	○
Phonics and Word Analysis Instruction (8) n =	<u>5</u>	●	<u>3</u>	○	<u>0</u>	○
Irregular Words Instruction (6) n =	<u>5</u>	●	<u>0</u>	○	<u>1</u>	○
Text Reading and Fluency Instruction (7) n =	<u>5</u>	●	<u>2</u>	○	<u>0</u>	○
Vocabulary Development (8) n =	<u>5</u>	●	<u>3</u>	○	<u>0</u>	○
Reading Comprehension Instruction (8) n =	<u>8</u>	●	<u>0</u>	○	<u>0</u>	○
<i>First Grade Instruction Totals (44)</i> <i>N =</i>	<u>29</u>	●	<u>13</u>	○	<u>2</u>	○

FIRST GRADE DESIGN FEATURES			
● X	○ □	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● □	○ X	○ □	2. Provides ample practice on high-priority skills.
● X	○ □	○ □	3. Provides explicit instruction on new skills/strategies.
● □	○ X	○ □	4. Includes systematic and cumulative review of high priority skills.
● X	○ □	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Second Grade Instruction Ratings

PROGRAM NAME: MacMillan/McGraw-Hill Treasures

SECOND GRADE ITEMS						
Phonics & Word Analysis Instruction (8) n =	<u>2</u>	●	<u>5</u>	○	<u>1</u>	○
Irregular Words Instruction (4) n =	<u>2</u>	●	<u>2</u>	○	<u>0</u>	○
Text Reading & Fluency Instruction (4) n =	<u>2</u>	●	<u>2</u>	○	<u>0</u>	○
Vocabulary Instruction (13) n =	<u>0</u>	●	<u>13</u>	○	<u>0</u>	○
Reading Comprehension Instruction (11) n =	<u>2</u>	●	<u>9</u>	○	<u>0</u>	○
<i>Second Grade Instruction Totals (40)</i> <i>N =</i>	<u>8</u>	●	<u>31</u>	○	<u>1</u>	○

SECOND GRADE DESIGN FEATURES			
● □	○ X	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● □	○ X	○ □	2. Provides ample practice on high-priority skills.
● □	○ X	○ □	3. Provides explicit and systematic instruction.
● □	○ X	○ □	4. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Third Grade Instruction Ratings

PROGRAM NAME: MacMillan/McGraw-Hill Treasures

THIRD GRADE ITEMS						
Phonics and Word Analysis Instruction (6) n =	<u>2</u>	●	<u>3</u>	○	<u>1</u>	○
Text Reading and Fluency Instruction (4) n =	<u>3</u>	●	<u>1</u>	○	<u>0</u>	○
Vocabulary Instruction (9) n =	<u>4</u>	●	<u>4</u>	○	<u>1</u>	○
Reading Comprehension Instruction (7) n =	<u>6</u>	●	<u>1</u>	○	<u>0</u>	○
<i>Third Grade Instruction Totals (26)</i> N =	<u>15</u>	●	<u>9</u>	○	<u>2</u>	○

THIRD GRADE DESIGN FEATURES			
● □	○ X	○ □	1. Provides ample practice on high-priority skills.
● □	○ X	○ □	2. Provides explicit and systematic instruction.
● □	○ X	○ □	3. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	4. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Voyager *Universal Literacy*

SUMMARY OF VOYAGER *UNIVERSAL LITERACY*

Voyager *Universal Literacy* offers programs for Grades K-3. Supplemental instruction is infused in the core program and is noted in the *Reading Intervention Guide*. A separate supplement/intervention program entitled, *Passport*, is also available.

Overall, the committee found Voyager *Universal Literacy* to be strong in phonics instruction in the early grades. Further, they agreed that improvements in phonemic awareness, vocabulary, and comprehension instruction are needed. Review panel members did not find the scope and sequence or unit overview helpful in navigating the program. Professional development is definitely needed to deliver the program with integrity. A placement test was not found. Enhanced (and consistent) explicit and systematic instruction is needed throughout a grade level; there appears to be “peaks and valleys” of this critical component within a level and across levels. Error correction procedures were noted. Committee members noted that being a 2004 edition may be a hindrance given the important research that has been conducted since that time in the area of explicit reading instruction; thus, an updated version may be needed. More connected text/reading materials are needed for students.

A cursory analysis of the supplemental instruction found in the core program and within the *Reading Intervention Guide* was limited in scope. The lessons lacked a high level of explicitness as well. The *Reading Intervention Guide* appears to be aligned with the core program. *Passport* was not examined.

(Expert review committee comments can be found in Appendix C, p. 96.)

Overall Assessment of Instructional Sufficiency by Critical Element and Grade

PROGRAM NAME: Voyager Universal Literacy

Critical Element	Kindergarten			First Grade		
Phonemic Awareness n =	● 8	◐ 3	○ 0	● 0	◐ 0	○ 7
Phonics and Word Analysis n =	● 14	◐ 1	○ 0	● 14	◐ 0	○ 0
Fluency n =	N/A			● 5	◐ 0	○ 2
Vocabulary n =	● 0	◐ 2	○ 6	● 1	◐ 5	○ 2
Comprehension n =	● 0	◐ 1	○ 6	● 5	◐ 1	○ 2
Design Features n =	● 0	◐ 5	○ 1	● 3	◐ 2	○ 0
Critical Element	Second Grade			Third Grade		
Phonemic Awareness n =	N/A			N/A		
Phonics and Word Analysis n =	● 2	◐ 9	○ 1	● 0	◐ 1	○ 5
Fluency n =	● 0	◐ 3	○ 1	● 0	◐ 2	○ 2
Vocabulary n =	● 1	◐ 7	○ 5	● 0	◐ 3	○ 6
Comprehension n =	● 1	◐ 10	○ 0	● 4	◐ 3	○ 0
Design Features n =	● 0	◐ 5	○ 0	● 0	◐ 3	○ 1

Use the following criteria for each critical element:

● = Element meets/exceeds criterion ◐ = Element partially meets/exceeds criterion ○ = Element does not satisfy criterion

Summary of Kindergarten Instruction Ratings

PROGRAM NAME: Voyager Universal Literacy

KINDERGARTEN ITEMS			
Phonemic Awareness Instruction (11) n =	<input checked="" type="radio"/> 8	<input type="radio"/> 3	<input type="radio"/> 0
Letter-Sound Association Instruction (5) n =	<input checked="" type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 0
Decoding Instruction (5) n =	<input checked="" type="radio"/> 5	<input type="radio"/> 0	<input type="radio"/> 0
Irregular Words Instruction (5) n =	<input checked="" type="radio"/> 5	<input type="radio"/> 0	<input type="radio"/> 0
Vocabulary Instruction (8) n =	<input checked="" type="radio"/> 0	<input type="radio"/> 2	<input type="radio"/> 6
Listening Comprehension Instruction (7) n =	<input checked="" type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 6
Kindergarten Instruction Totals (41) N =	<input checked="" type="radio"/> 22	<input type="radio"/> 7	<input type="radio"/> 12

KINDERGARTEN DESIGN FEATURES			
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	1. Coordinates and integrates <u>phonemic awareness</u> and <u>phonics</u> instruction and student materials.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> <input type="checkbox"/> X	2. Provides ample practice on high-priority skills.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	3. Provides explicit instruction.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	4. Provides systematic instruction by careful selection and extension of examples.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	5. Includes systematic and cumulative review of high priority skills.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	6. Demonstrates and builds relationships between fundamental skills leading to higher order skills.		

Summary of First Grade Instruction Ratings

PROGRAM NAME: Voyager Universal Literacy

FIRST GRADE ITEMS						
Phonemic Awareness Instruction (7) n =	<u>0</u>	●	<u>0</u>	○	<u>7</u>	○
Phonics and Word Analysis Instruction (8) n =	<u>8</u>	●	<u>0</u>	○	<u>0</u>	○
Irregular Words Instruction (6) n =	<u>6</u>	●	<u>0</u>	○	<u>0</u>	○
Text Reading and Fluency Instruction (7) n =	<u>5</u>	●	<u>0</u>	○	<u>2</u>	○
Vocabulary Development (8) n =	<u>1</u>	●	<u>5</u>	○	<u>2</u>	○
Reading Comprehension Instruction (8) n =	<u>5</u>	●	<u>1</u>	○	<u>2</u>	○
<i>First Grade Instruction Totals (44)</i> <i>N =</i>	<u>25</u>	●	<u>6</u>	○	<u>13</u>	○

FIRST GRADE DESIGN FEATURES			
● X	○ □	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● X	○ □	○ □	2. Provides ample practice on high-priority skills.
● □	○ X	○ □	3. Provides explicit instruction on new skills/strategies.
● X	○ □	○ □	4. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Second Grade Instruction Ratings

PROGRAM NAME: Voyager Universal Literacy

SECOND GRADE ITEMS						
Phonics & Word Analysis Instruction (8) n =	<u>1</u>	●	<u>7</u>	○	<u>0</u>	○
Irregular Words Instruction (4) n =	<u>1</u>	●	<u>2</u>	○	<u>1</u>	○
Text Reading & Fluency Instruction (4) n =	<u>0</u>	●	<u>3</u>	○	<u>1</u>	○
Vocabulary Instruction (13) n =	<u>1</u>	●	<u>7</u>	○	<u>5</u>	○
Reading Comprehension Instruction (11) n =	<u>1</u>	●	<u>10</u>	○	<u>0</u>	○
<i>Second Grade Instruction Totals (40)</i> <i>N =</i>	<u>4</u>	●	<u>29</u>	○	<u>7</u>	○

SECOND GRADE DESIGN FEATURES			
● □	○ X	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● □	○ X	○ □	2. Provides ample practice on high-priority skills.
● □	○ X	○ □	3. Provides explicit and systematic instruction.
● □	○ X	○ □	4. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Third Grade Instruction Ratings

PROGRAM NAME: Voyager Universal Literacy

THIRD GRADE ITEMS						
Phonics and Word Analysis Instruction (6) n =	<u>0</u>	●	<u>1</u>	○	<u>5</u>	○
Text Reading and Fluency Instruction (4) n =	<u>0</u>	●	<u>2</u>	○	<u>2</u>	○
Vocabulary Instruction (9) n =	<u>0</u>	●	<u>3</u>	○	<u>6</u>	○
Reading Comprehension Instruction (7) n =	<u>4</u>	●	<u>3</u>	○	<u>0</u>	○
<i>Third Grade Instruction Totals (26)</i> <i>N</i> =	<u>4</u>	●	<u>9</u>	○	<u>13</u>	○

THIRD GRADE DESIGN FEATURES			
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	1. Provides ample practice on high-priority skills.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	2. Provides explicit and systematic instruction.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	3. Includes systematic and cumulative review of high priority skills.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>□</div> <div>X</div> </div>	4. Demonstrates and builds relationships between fundamental skills leading to higher order skills.		

Harcourt *Storytown*

SUMMARY OF HARCOURT *STORYTOWN*

Harcourt *Storytown* offers programs for Grades K-6. Supplemental instruction is infused in the core program (strategies for below level readers) and included in a *Strategic Intervention Teacher Guide*. There is also an intensive intervention program available entitled, *Intervention Station*.

Overall, the review committee found that Harcourt *Storytown* provides its strongest instruction in the area of vocabulary development. The committee agreed that the program would require professional development given its complexity and parts (e.g., units, themes, and lessons). The committee found modeling and guided practice within the program. Additionally, students have opportunities to practice using their newly learned skills. Strategies to help students who require further assistance (below level learners) are infused in the program. Harcourt *Storytown* does not include a placement test. Committee members noted some confusion in the program over the difference between phonemic awareness and phonological awareness. Regimented think-alouds were found to serve as the platform for comprehension instruction. Reading to learn strategies appeared to be a key component of this program.

A cursory analysis of the *Strategic Intervention Teacher Guide* showed rather ambiguous explicit instruction; however, the explicit instruction in the *Intervention Station* program appeared quite strong (included look back—review; teach/model; and practice/apply). Both programs appeared to be aligned with the core program and should offer a seamless approach to the three-tier reading model.

(Expert review committee comments can be found in Appendix C, p. 97.)

Overall Assessment of Instructional Sufficiency by Critical Element and Grade

PROGRAM NAME: Harcourt Storytown

Critical Element	Kindergarten			First Grade		
Phonemic Awareness n =	<input checked="" type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 1	<input checked="" type="radio"/> 6	<input type="radio"/> 0	<input type="radio"/> 1
Phonics and Word Analysis n =	<input checked="" type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 3	<input checked="" type="radio"/> 10	<input type="radio"/> 3	<input type="radio"/> 1
Fluency n =	N/A			<input checked="" type="radio"/> 5	<input type="radio"/> 2	<input type="radio"/> 0
Vocabulary n =	<input checked="" type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 0	<input checked="" type="radio"/> 6	<input type="radio"/> 1	<input type="radio"/> 1
Comprehension n =	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 0	<input checked="" type="radio"/> 8	<input type="radio"/> 0	<input type="radio"/> 0
Design Features n =	<input checked="" type="radio"/> 0	<input type="radio"/> 6	<input type="radio"/> 0	<input checked="" type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 0
Critical Element	Second Grade			Third Grade		
Phonemic Awareness n =	N/A			N/A		
Phonics and Word Analysis n =	<input checked="" type="radio"/> 8	<input type="radio"/> 4	<input type="radio"/> 0	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 1
Fluency n =	<input checked="" type="radio"/> 3	<input type="radio"/> 1	<input type="radio"/> 0	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 1
Vocabulary n =	<input checked="" type="radio"/> 5	<input type="radio"/> 8	<input type="radio"/> 0	<input checked="" type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 0
Comprehension n =	<input checked="" type="radio"/> 6	<input type="radio"/> 5	<input type="radio"/> 0	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0
Design Features n =	<input checked="" type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 0	<input checked="" type="radio"/> 0	<input type="radio"/> 4	<input type="radio"/> 0

Use the following criteria for each critical element:

☒ = Element meets/exceeds criterion
 ☐ = Element partially meets/exceeds criterion
 ☐ = Element does not satisfy criterion

Summary of Kindergarten Instruction Ratings

PROGRAM NAME: Harcourt Storytown

KINDERGARTEN ITEMS			
Phonemic Awareness Instruction (11) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	5	1
Letter-Sound Association Instruction (5) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3	1	1
Decoding Instruction (5) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	2
Irregular Words Instruction (5) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2	3	0
Vocabulary Instruction (8) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4	4	0
Listening Comprehension Instruction (7) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4	3	0
Kindergarten Instruction Totals (41) N =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	19	18	4

KINDERGARTEN DESIGN FEATURES			
<input checked="" type="radio"/> <input type="checkbox"/>	<input type="radio"/> X	<input type="radio"/> <input type="checkbox"/>	1. Coordinates and integrates <u>phonemic awareness</u> and <u>phonics</u> instruction and student materials.
<input checked="" type="radio"/> <input type="checkbox"/>	<input type="radio"/> X	<input type="radio"/> <input type="checkbox"/>	2. Provides ample practice on high-priority skills.
<input checked="" type="radio"/> <input type="checkbox"/>	<input type="radio"/> X	<input type="radio"/> <input type="checkbox"/>	3. Provides explicit instruction.
<input checked="" type="radio"/> <input type="checkbox"/>	<input type="radio"/> X	<input type="radio"/> <input type="checkbox"/>	4. Provides systematic instruction by careful selection and extension of examples.
<input checked="" type="radio"/> <input type="checkbox"/>	<input type="radio"/> X	<input type="radio"/> <input type="checkbox"/>	5. Includes systematic and cumulative review of high priority skills.
<input checked="" type="radio"/> <input type="checkbox"/>	<input type="radio"/> X	<input type="radio"/> <input type="checkbox"/>	6. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of First Grade Instruction Ratings

PROGRAM NAME: Harcourt Storytown

FIRST GRADE ITEMS						
Phonemic Awareness Instruction (7) n =	<u>6</u>	●	<u>0</u>	○	<u>1</u>	○
Phonics and Word Analysis Instruction (8) n =	<u>6</u>	●	<u>2</u>	○	<u>0</u>	○
Irregular Words Instruction (6) n =	<u>4</u>	●	<u>1</u>	○	<u>1</u>	○
Text Reading and Fluency Instruction (7) n =	<u>5</u>	●	<u>2</u>	○	<u>0</u>	○
Vocabulary Development (8) n =	<u>6</u>	●	<u>1</u>	○	<u>1</u>	○
Reading Comprehension Instruction (8) n =	<u>8</u>	●	<u>0</u>	○	<u>0</u>	○
<i>First Grade Instruction Totals (44)</i> <i>N =</i>	<u>35</u>	●	<u>6</u>	○	<u>3</u>	○

FIRST GRADE DESIGN FEATURES			
● □	○ X	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● X	○ □	○ □	2. Provides ample practice on high-priority skills.
● X	○ □	○ □	3. Provides explicit instruction on new skills/strategies.
● X	○ □	○ □	4. Includes systematic and cumulative review of high priority skills.
● X	○ □	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Second Grade Instruction Ratings

PROGRAM NAME: Harcourt Storytown

SECOND GRADE ITEMS						
Phonics & Word Analysis Instruction (8) n =	<u>4</u>	●	<u>4</u>	○	<u>0</u>	○
Irregular Words Instruction (4) n =	<u>4</u>	●	<u>0</u>	○	<u>0</u>	○
Text Reading & Fluency Instruction (4) n =	<u>3</u>	●	<u>1</u>	○	<u>0</u>	○
Vocabulary Instruction (13) n =	<u>5</u>	●	<u>8</u>	○	<u>0</u>	○
Reading Comprehension Instruction (11) n =	<u>6</u>	●	<u>5</u>	○	<u>0</u>	○
<i>Second Grade Instruction Totals (40)</i> <i>N =</i>	<u>22</u>	●	<u>18</u>	○	<u>0</u>	○

SECOND GRADE DESIGN FEATURES			
● X	○ □	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● X	○ □	○ □	2. Provides ample practice on high-priority skills.
● □	○ X	○ □	3. Provides explicit and systematic instruction.
● X	○ □	○ □	4. Includes systematic and cumulative review of high priority skills.
● X	○ □	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Third Grade Instruction Ratings

PROGRAM NAME: Harcourt Storytown

THIRD GRADE ITEMS						
Phonics and Word Analysis Instruction (6) n =	<u>2</u>	●	<u>3</u>	○	<u>1</u>	○
Text Reading and Fluency Instruction (4) n =	<u>2</u>	●	<u>1</u>	○	<u>1</u>	○
Vocabulary Instruction (9) n =	<u>5</u>	●	<u>4</u>	○	<u>0</u>	○
Reading Comprehension Instruction (7) n =	<u>3</u>	●	<u>4</u>	○	<u>0</u>	○
<i>Third Grade Instruction Totals (26)</i> <i>N =</i>	<u>12</u>	●	<u>12</u>	○	<u>2</u>	○

THIRD GRADE DESIGN FEATURES			
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	1. Provides ample practice on high-priority skills.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	2. Provides explicit and systematic instruction.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	3. Includes systematic and cumulative review of high priority skills.		
<div> <div>●</div> <div>○</div> <div>○</div> </div> <div> <div>□</div> <div>X</div> <div>□</div> </div>	4. Demonstrates and builds relationships between fundamental skills leading to higher order skills.		

SRA/McGraw-Hill *Imagine It!*

SUMMARY OF SRA/MCGRAW-HILL *IMAGINE IT!*

SRA/McGraw-Hill *Imagine It!* offers programs for Grades preK-6. Supplemental instruction is provided in an *Intervention Guide*. The intervention program recommended for this program could be *Kaleidoscope*, *Early Interventions in Reading*, or *Corrective Reading* (upper levels).

Overall, the review committee found that *Imagine It!* covers important skills in phonemic awareness and phonics. They also found that irregular word instruction is strong. The committee agreed that comprehension instruction was not as strong as the decoding skills found in this program; however, comprehension improved as the grade levels progressed. No placement test was evident. Science and social studies text were important components in the upper grades. The committee agreed that this program would require strong professional development; there were many components that need to be incorporated in the classroom. Inconsistent teacher modeling was evident, with similar inconsistencies noted in explicit instruction. Routine cards were used but the committee agreed they could be improved by adding explicit instructional formats and error correction procedures.

A cursory analysis of the supplemental *Intervention Guide* showed that it lacked explicit instruction; however, it did align with the core program. The intervention programs did not directly align with the core program but were designed to teach important skills needed by struggling students. No intervention programs were examined.

(Expert review committee comments can be found in Appendix C, p. 98.)

Overall Assessment of Instructional Sufficiency by Critical Element and Grade

PROGRAM NAME: SRA/McGraw-Hill *Imagine It!*

Critical Element	Kindergarten			First Grade		
Phonemic Awareness n =	● 10	◐ 1	○ 0	● 0	◐ 2	○ 5
Phonics and Word Analysis n =	● 8	◐ 7	○ 0	● 8	◐ 4	○ 2
Fluency n =	N/A			● 6	◐ 0	○ 1
Vocabulary n =	● 2	◐ 6	○ 0	● 1	◐ 5	○ 2
Comprehension n =	● 2	◐ 3	○ 2	● 7	◐ 1	○ 0
Design Features n =	● 0	◐ 6	○ 0	● 1	◐ 4	○ 0
Critical Element	Second Grade			Third Grade		
Phonemic Awareness n =	N/A			N/A		
Phonics and Word Analysis n =	● 6	◐ 6	○ 0	● 4	◐ 2	○ 0
Fluency n =	● 3	◐ 1	○ 0	● 3	◐ 1	○ 0
Vocabulary n =	● 4	◐ 8	○ 1	● 3	◐ 5	○ 1
Comprehension n =	● 7	◐ 4	○ 0	● 6	◐ 1	○ 0
Design Features n =	● 3	◐ 2	○ 0	● 0	◐ 4	○ 0

Use the following criteria for each critical element:

● = Element meets/exceeds criterion ◐ = Element partially meets/exceeds criterion ○ = Element does not satisfy criterion

Summary of Kindergarten Instruction Ratings

PROGRAM NAME: SRA/McGraw-Hill *Imagine It!*

KINDERGARTEN ITEMS			
Phonemic Awareness Instruction (11) n =	<input checked="" type="radio"/> 10	<input type="radio"/> 1	<input type="radio"/> 0
Letter-Sound Association Instruction (5) n =	<input checked="" type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 0
Decoding Instruction (5) n =	<input checked="" type="radio"/> 1	<input type="radio"/> 4	<input type="radio"/> 0
Irregular Words Instruction (5) n =	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 0
Vocabulary Instruction (8) n =	<input checked="" type="radio"/> 2	<input type="radio"/> 6	<input type="radio"/> 0
Listening Comprehension Instruction (7) n =	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 2
<i>Kindergarten Instruction Totals (41)</i> <i>N =</i>	<input checked="" type="radio"/> 22	<input type="radio"/> 17	<input type="radio"/> 2

KINDERGARTEN DESIGN FEATURES			
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	1. Coordinates and integrates <u>phonemic awareness</u> and <u>phonics</u> instruction and student materials.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	2. Provides ample practice on high-priority skills.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	3. Provides explicit instruction.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	4. Provides systematic instruction by careful selection and extension of examples.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	5. Includes systematic and cumulative review of high priority skills.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	6. Demonstrates and builds relationships between fundamental skills leading to higher order skills.		

Summary of First Grade Instruction Ratings

PROGRAM NAME: SRA/McGraw-Hill *Imagine It!*

FIRST GRADE ITEMS						
Phonemic Awareness Instruction (7) n =	<u>0</u>	●	<u>2</u>	○	<u>5</u>	○
Phonics and Word Analysis Instruction (8) n =	<u>3</u>	●	<u>4</u>	○	<u>1</u>	○
Irregular Words Instruction (6) n =	<u>5</u>	●	<u>0</u>	○	<u>1</u>	○
Text Reading and Fluency Instruction (7) n =	<u>6</u>	●	<u>0</u>	○	<u>1</u>	○
Vocabulary Development (8) n =	<u>1</u>	●	<u>5</u>	○	<u>2</u>	○
Reading Comprehension Instruction (8) n =	<u>7</u>	●	<u>1</u>	○	<u>0</u>	○
<i>First Grade Instruction Totals (44)</i> N =	<u>22</u>	●	<u>12</u>	○	<u>10</u>	○

FIRST GRADE DESIGN FEATURES			
● X	○ □	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● □	○ X	○ □	2. Provides ample practice on high-priority skills.
● □	○ X	○ □	3. Provides explicit instruction on new skills/strategies.
● □	○ X	○ □	4. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Second Grade Instruction Ratings

PROGRAM NAME: SRA/McGraw-Hill *Imagine It!*

SECOND GRADE ITEMS						
Phonics & Word Analysis Instruction (8) n =	<u>2</u>	●	<u>6</u>	○	<u>0</u>	○
Irregular Words Instruction (4) n =	<u>4</u>	●	<u>0</u>	○	<u>0</u>	○
Text Reading & Fluency Instruction (4) n =	<u>3</u>	●	<u>1</u>	○	<u>0</u>	○
Vocabulary Instruction (13) n =	<u>4</u>	●	<u>8</u>	○	<u>1</u>	○
Reading Comprehension Instruction (11) n =	<u>7</u>	●	<u>4</u>	○	<u>0</u>	○
<i>Second Grade Instruction Totals (40)</i> <i>N =</i>	<u>20</u>	●	<u>19</u>	○	<u>1</u>	○

SECOND GRADE DESIGN FEATURES			
● □	○ X	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● X	○ □	○ □	2. Provides ample practice on high-priority skills.
● □	○ X	○ □	3. Provides explicit and systematic instruction.
● X	○ □	○ □	4. Includes systematic and cumulative review of high priority skills.
● X	○ □	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Third Grade Instruction Ratings

PROGRAM NAME: SRA/McGraw-Hill *Imagine It!*

THIRD GRADE ITEMS					
Phonics and Word Analysis Instruction (6) n =	<u>4</u>	●	<u>2</u>	○	<u>0</u>
Text Reading and Fluency Instruction (4) n =	<u>3</u>	●	<u>1</u>	○	<u>0</u>
Vocabulary Instruction (9) n =	<u>3</u>	●	<u>5</u>	○	<u>1</u>
Reading Comprehension Instruction (7) n =	<u>6</u>	●	<u>1</u>	○	<u>0</u>
<i>Third Grade Instruction Totals (26)</i> <i>N =</i>	<u>16</u>	●	<u>9</u>	○	<u>1</u>

THIRD GRADE DESIGN FEATURES			
● □	○ X	○ □	1. Provides ample practice on high-priority skills.
● □	○ X	○ □	2. Provides explicit and systematic instruction.
● □	○ X	○ □	3. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	4. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

SRA/McGraw-Hill
Reading Mastery Signature Edition

SUMMARY OF SRA/MCGRAW-HILL *READING MASTERY* *SIGNATURE EDITION*

SRA/McGraw-Hill *Reading Mastery Signature Edition* offers programs for Grades K-5. Supplemental and intensive intervention instruction is provided to students using the same program, relying on within-program assessments and a placement test to make decisions on program placement in a three-tier reading model.

Overall, the review committee found that *Reading Mastery Signature Edition* offers explicit instruction with clearly identified teacher modeling and guided practice. They agreed the program requires extensive professional development to conduct with integrity. The committee members agreed that its strongest feature was in the area of learning to read including skills such as phonics and phonemic awareness. Committee members commented that Lesson Connections are a must in the effective delivery of this program. They agreed that without this piece the program would not meet the important elements addressed on the Consumer's Guide. The committee commented that this part of the program felt like an add-on. They remarked that it should be integrated into the teacher presentation books.

A cursory analysis of the supplemental and intervention programs was not completed given that the same program (i.e., *Reading Mastery Signature Edition*) is used for these additional purposes.

(Expert review committee comments can be found in Appendix C, p. 99.)

Overall Assessment of Instructional Sufficiency by Critical Element and Grade

PROGRAM NAME: SRA/McGraw-Hill Reading Mastery Signature Edition

Critical Element	Kindergarten			First Grade		
Phonemic Awareness n =	● 9	◐ 2	○ 0	● 1	◐ 5	○ 1
Phonics and Word Analysis n =	● 13	◐ 2	○ 0	● 9	◐ 1	○ 4
Fluency n =	N/A			● 7	◐ 0	○ 0
Vocabulary n =	● 5	◐ 3	○ 0	● 1	◐ 4	○ 3
Comprehension n =	● 3	◐ 2	○ 2	● 5	◐ 2	○ 1
Design Features n =	● 2	◐ 4	○ 0	● 1	◐ 4	○ 0
Critical Element	Second Grade			Third Grade		
Phonemic Awareness n =	N/A			N/A		
Phonics and Word Analysis n =	● 1	◐ 5	○ 6	● 2	◐ 0	○ 4
Fluency n =	● 0	◐ 2	○ 2	● 1	◐ 1	○ 2
Vocabulary n =	● 4	◐ 6	○ 3	● 1	◐ 4	○ 4
Comprehension n =	● 4	◐ 7	○ 0	● 1	◐ 0	○ 6
Design Features n =	● 0	◐ 5	○ 0	● 0	◐ 3	○ 1

Use the following criteria for each critical element:

● = Element meets/exceeds criterion ◐ = Element partially meets/exceeds criterion ○ = Element does not satisfy criterion

Summary of Kindergarten Instruction Ratings

PROGRAM NAME: SRA/McGraw-Hill Reading Mastery Signature Edition

KINDERGARTEN ITEMS			
Phonemic Awareness Instruction (11) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	9	2	0
Letter-Sound Association Instruction (5) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	0	0
Decoding Instruction (5) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	0	0
Irregular Words Instruction (5) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3	2	0
Vocabulary Instruction (8) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	3	0
Listening Comprehension Instruction (7) n =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3	2	2
Kindergarten Instruction Totals (41) N =	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	30	9	2

KINDERGARTEN DESIGN FEATURES			
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	1. Coordinates and integrates <u>phonemic awareness</u> and <u>phonics</u> instruction and student materials.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> X <input type="checkbox"/>	2. Provides ample practice on high-priority skills.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> X <input type="checkbox"/> <input type="checkbox"/>	3. Provides explicit instruction.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> X <input type="checkbox"/>	4. Provides systematic instruction by careful selection and extension of examples.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> X <input type="checkbox"/>	5. Includes systematic and cumulative review of high priority skills.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> X <input type="checkbox"/>	6. Demonstrates and builds relationships between fundamental skills leading to higher order skills.		

Summary of First Grade Instruction Ratings

PROGRAM NAME: SRA/McGraw-Hill Reading Mastery Signature Edition

FIRST GRADE ITEMS						
Phonemic Awareness Instruction (7) n =	<u>1</u>	●	<u>5</u>	○	<u>1</u>	○
Phonics and Word Analysis Instruction (8) n =	<u>4</u>	●	<u>1</u>	○	<u>3</u>	○
Irregular Words Instruction (6) n =	<u>5</u>	●	<u>0</u>	○	<u>1</u>	○
Text Reading and Fluency Instruction (7) n =	<u>7</u>	●	<u>0</u>	○	<u>0</u>	○
Vocabulary Development (8) n =	<u>1</u>	●	<u>4</u>	○	<u>3</u>	○
Reading Comprehension Instruction (8) n =	<u>5</u>	●	<u>2</u>	○	<u>1</u>	○
<i>First Grade Instruction Totals (44)</i> <i>N =</i>	<u>23</u>	●	<u>12</u>	○	<u>9</u>	○

FIRST GRADE DESIGN FEATURES			
● X	○ □	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● □	○ X	○ □	2. Provides ample practice on high-priority skills.
● □	○ X	○ □	3. Provides explicit instruction on new skills/strategies.
● □	○ X	○ □	4. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Second Grade Instruction Ratings

PROGRAM NAME: SRA/McGraw-Hill Reading Mastery Signature Edition

SECOND GRADE ITEMS						
Phonics & Word Analysis Instruction (8) n =	<u>1</u>	●	<u>5</u>	○	<u>2</u>	○
Irregular Words Instruction (4) n =	<u>0</u>	●	<u>0</u>	○	<u>4</u>	○
Text Reading & Fluency Instruction (4) n =	<u>0</u>	●	<u>2</u>	○	<u>2</u>	○
Vocabulary Instruction (13) n =	<u>4</u>	●	<u>6</u>	○	<u>3</u>	○
Reading Comprehension Instruction (11) n =	<u>4</u>	●	<u>7</u>	○	<u>0</u>	○
<i>Second Grade Instruction Totals (40)</i> <i>N =</i>	<u>9</u>	●	<u>20</u>	○	<u>11</u>	○

SECOND GRADE DESIGN FEATURES			
● □	○ X	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● □	○ X	○ □	2. Provides ample practice on high-priority skills.
● □	○ X	○ □	3. Provides explicit and systematic instruction.
● □	○ X	○ □	4. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Summary of Third Grade Instruction Ratings

PROGRAM NAME: SRA/McGraw-Hill Reading Mastery Signature Edition

THIRD GRADE ITEMS						
Phonics and Word Analysis Instruction (6) n =	<u>2</u>	●	<u>0</u>	○	<u>4</u>	○
Text Reading and Fluency Instruction (4) n =	<u>1</u>	●	<u>1</u>	○	<u>2</u>	○
Vocabulary Instruction (9) n =	<u>1</u>	●	<u>4</u>	○	<u>4</u>	○
Reading Comprehension Instruction (7) n =	<u>1</u>	●	<u>0</u>	○	<u>6</u>	○
<i>Third Grade Instruction Totals (26)</i> <i>N =</i>	<u>5</u>	●	<u>5</u>	○	<u>16</u>	○

THIRD GRADE DESIGN FEATURES			
● □	○ X	○ □	1. Provides ample practice on high-priority skills.
● □	○ □	○ X	2. Provides explicit and systematic instruction.
● □	○ X	○ □	3. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	4. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Sopris West *Read Well*

Summary of Sopris West *Read Well*

Sopris West *Read Well* offers programs for Grades K-1. Supplemental/intensive intervention instruction is provided to students using the same program, relying on within-program assessments and a placement test to make decisions on program placement.

Overall, the review committee found that Sopris West *Read Well* provides explicit instruction in key areas of learning to read including phonemic awareness, phonics, and fluency building. Vocabulary development and comprehension were evident but less explicit in nature. The program includes a placement test, mastery checks, and error correction procedures. The committee strongly encouraged professional development with this program to ensure instructional fidelity. The committee found both expository and narrative text in *Read Well*. The new *Plus* program bridges the gap to beyond first grade.

A cursory analysis of the supplemental and intervention programs was not completed given that the same program (i.e., Sopris West *Read Well*) is used for these additional purposes.

(Expert review committee comments can be found in Appendix C, p. 100.)

Overall Assessment of Instructional Sufficiency by Critical Element and Grade

PROGRAM NAME: Sopris West *Read Well*

Critical Element	Kindergarten			First Grade		
Phonemic Awareness n =	● 9	◐ 2	○ 0	● 0	◐ 0	○ 7
Phonics and Word Analysis n =	● 15	◐ 0	○ 0	● 11	◐ 3	○ 0
Fluency n =	N/A			● 5	◐ 2	○ 0
Vocabulary n =	● 4	◐ 2	○ 2	● 0	◐ 5	○ 3
Comprehension n =	● 3	◐ 3	○ 1	● 4	◐ 4	○ 0
Design Features n =	● 2	◐ 4	○ 0	● 1	◐ 4	○ 0

Use the following criteria for each critical element:

● = Element meets/exceeds criterion

◐ = Element partially meets/exceeds criterion

○ = Element does not satisfy criterion

Summary of Kindergarten Instruction Ratings

PROGRAM NAME: Sopris West Read Well

KINDERGARTEN ITEMS			
Phonemic Awareness Instruction (11) n =	<input checked="" type="radio"/> 9	<input type="radio"/> 2	<input type="radio"/> 0
Letter-Sound Association Instruction (5) n =	<input checked="" type="radio"/> 5	<input type="radio"/> 0	<input type="radio"/> 0
Decoding Instruction (5) n =	<input checked="" type="radio"/> 5	<input type="radio"/> 0	<input type="radio"/> 0
Irregular Words Instruction (5) n =	<input checked="" type="radio"/> 5	<input type="radio"/> 0	<input type="radio"/> 0
Vocabulary Instruction (8) n =	<input checked="" type="radio"/> 4	<input type="radio"/> 2	<input type="radio"/> 2
Listening Comprehension Instruction (7) n =	<input checked="" type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 1
Kindergarten Instruction Totals (41) N =	<input checked="" type="radio"/> 31	<input type="radio"/> 7	<input type="radio"/> 3

KINDERGARTEN DESIGN FEATURES			
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	1. Coordinates and integrates <u>phonemic awareness</u> and <u>phonics</u> instruction and student materials.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> X <input type="checkbox"/> <input type="checkbox"/>	2. Provides ample practice on high-priority skills.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	3. Provides explicit instruction.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	4. Provides systematic instruction by careful selection and extension of examples.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> X <input type="checkbox"/> <input type="checkbox"/>	5. Includes systematic and cumulative review of high priority skills.		
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> X <input type="checkbox"/>	6. Demonstrates and builds relationships between fundamental skills leading to higher order skills.		

Summary of First Grade Instruction Ratings

PROGRAM NAME: Sopris West Read Well

FIRST GRADE ITEMS						
Phonemic Awareness Instruction (7) n =	<u>0</u>	●	<u>0</u>	○	<u>7</u>	○
Phonics and Word Analysis Instruction (8) n =	<u>6</u>	●	<u>2</u>	○	<u>0</u>	○
Irregular Words Instruction (6) n =	<u>5</u>	●	<u>1</u>	○	<u>0</u>	○
Text Reading and Fluency Instruction (7) n =	<u>5</u>	●	<u>2</u>	○	<u>0</u>	○
Vocabulary Development (8) n =	<u>0</u>	●	<u>5</u>	○	<u>3</u>	○
Reading Comprehension Instruction (8) n =	<u>4</u>	●	<u>4</u>	○	<u>0</u>	○
<i>First Grade Instruction Totals (44)</i> <i>N =</i>	<u>20</u>	●	<u>14</u>	○	<u>10</u>	○

FIRST GRADE DESIGN FEATURES			
● X	○ □	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● □	○ X	○ □	2. Provides ample practice on high-priority skills.
● □	○ X	○ □	3. Provides explicit instruction on new skills/strategies.
● □	○ X	○ □	4. Includes systematic and cumulative review of high priority skills.
● □	○ X	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

APPENDICES

Comprehensive Program Information Sheet

Comprehensive Program_____

<i>Publisher</i>	<i>Title</i>
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Grade Level (circle one)	K	1	2	3
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Reviewer Codes _____

State Alabama

- | | | | |
|----|--|-----|----|
| 1. | Does the program meet the definition of a comprehensive program? | YES | NO |
| | <ul style="list-style-type: none"> • <i>Contain specific teacher instructions for teaching reading directly?</i> • <i>Contain explicit student examples and activities?</i> • <i>Contains all five components of reading present at the appropriate levels including phonemic awareness, phonics, fluency, vocabulary, and comprehension?</i> | | |
| 2. | Did the publisher submit evidence of the effectiveness of the program with at-risk populations? | YES | NO |

Areas of Weakness In This Grade Level	Ways to Address Areas of Weakness

4. Parts of the program which are necessary to purchase to teach the critical components of reading for this grade level:

Appendix B:

Elements of Effective Reading Instruction: Some Notes to Help in the Review Process

Nancy Marchand-Martella, Ph.D.

Core Reading Program: primary reading program for the school; expectation is that all teachers within and between the primary grades will use the core program as the base of reading instruction (Simmons & Kame'enui, 2006). Further, Simmons and Kame'enui note that the curriculum construction and instructional design should effectively move children through the “learning to read” stage to the “reading to learn” stage. Learning to read encompasses decoding skills (focus = phonemic awareness, phonics, fluency); reading to learn encompasses comprehension skills (focus = vocabulary and text comprehension). Integrated materials across the five elements of effective reading instruction (see below) are crucial to achieve reading success.

Tier 1, 2, and 3 model of instruction is now being used in schools following SBRR (scientifically based reading research) recommendations (referred to as Responsiveness to Intervention or RTI). Tier 1 = core reading program; Tier 2 = supplemental program; Tier 3 = intervention program.

Core reading programs should be research based, aligning with recommendations by the NICHD (2000) *National Reading Panel Report*. These programs should include focused instruction in: (a) phonemic awareness, (b) phonics, (c) fluency [these make up learning to read elements], (d) vocabulary, and (e) text comprehension [these make up reading to learn elements] (refer to Armbruster, Lehr, & Osborn, 2003, *Put Reading First*; NICHD, 2000 *National Reading Panel Report* for details). In addition, programs should be research validated; publishers should provide evidence that these programs have been used with children (field testing, experimental investigations) and produce improvements in reading performance. Finally, the following instructional design features should be evident in well-designed programs: (a) explicit instructional strategies, (b) coordinated instructional sequences, (c) ample practice opportunities, and (d) aligned student materials.

Let's ensure we know the five key elements of effective reading instruction.

Phonemic Awareness

1. Definition: ability to notice, think about, and work with the individual sounds in spoken words.
2. Difference between phonological awareness and phonemic awareness activities.
3. Focused instruction on 1 or 2 types of phoneme manipulations is best (segmentation and blending).
4. No more than 20 hours of instruction is needed.
5. Explicit instruction in phonemic awareness is needed.

Phonics Instruction

1. Definition: teach children the relationships between the letters of written language and the individual sounds of spoken language.
2. Systematic and explicit phonics instruction is most effective. Systematic = the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence. Explicit = the programs provide teachers with precise directions for the teaching of these relationships. Explicit instruction noted by Rosenshine and colleagues includes clear teacher modeling, guided practice, and independent practice activities with adequate review opportunities.
3. Systematic and explicit phonics instruction is most effective when introduced early. Usually students do not need more than 2 years of focused phonics instruction.
4. Nonsystematic programs do not teach phonics explicitly and systematically. No order of sounds taught; focus on sight words; sight words that are decodable are not taught as such; focus on meaning of words with limited attention to letter-sound relationships; emphasis is on reading and writing activities with letter-sound relationships taught incidentally (key letters that appear in student materials and embedded phonics).
5. Decodable text should be provided to allow children the opportunity to practice reading using skills they have learned in the program.

Fluency Instruction

1. Definition: ability to read text accurately, quickly, and with expression.
2. Repeated and monitored oral reading practice (3-4 rereadings).
3. Caution on sustained silent reading (SSR) and (DEAR).
4. Model fluent reading; read repeatedly with guidance (student-adult, choral, tape assisted, partner, reader's theatre).
5. 40-60/90/120 (wpm by end of grades 1, 2, and 3).
6. Timed oral reading probes with normative standards/comparisons.

Vocabulary Instruction

1. Definition: Words we must know to communicate effectively (reading/speaking vocabulary).
2. Direct vocabulary instruction is needed (specific words/word learning strategies).
3. Specific words taught directly; word learning = dictionary work, word parts (affixes), base/root words, and context clues.
4. Discuss Tier 1, 2, and 3 words.

Text Comprehension Instruction

1. Definition: Understanding what we read.
2. Instruction should be explicit/direct; cooperative learning; reciprocal teaching (asking questions, summarizing text, clarifying words, predicting what might occur).
3. Six strategies appear to have firm scientific evidence: (a) monitoring comprehension, (b) using graphic and semantic organizers, (c) answering questions, (d) generating questions, (e) recognizing story structure, and (f) summarizing. Less evidence noted for activating prior knowledge and visualizing.

APPENDIX C:

**EXPERT REVIEW COMMITTEE
COMMENTS**

EXPERT REVIEW COMMITTEE COMMENTS PROVIDED DURING REVIEW DEBRIEFING

Houghton Mifflin Alabama Reading

Kindergarten:

- The scope and sequence was limited and did not prove helpful in finding needed information.
- Scope and sequence did not align to the lessons when accuracy checks were done.
- The program lacked clear explicit and systematic instruction for students.
- The program offered limited practice opportunities for mastery.
- Lesson pace was slow—too few skills were actually taught to children.
- The program appeared to be difficult to implement
- The “clocks” used in the program specifying times of lesson activities made the lessons stretch past 90 minutes of instruction.
- Lack of explicit instruction in vocabulary development was evident.

First Grade:

- The scope and sequence was vague and did not prove helpful in finding needed information.
- The program lacked clear explicit and systematic instruction for students. The program lacked well-specified teacher modeling.
- The program offered limited practice opportunities for mastery.
- The pace of the lessons was too slow with too few skills actually taught to children.
- The program appeared to be difficult to implement
- Lesson activities, according to the “clocks”, stretched past 90 minutes of instruction.

Second Grade:

- The scope and sequence was not helpful and did not facilitate an easy review of the program.
- The program lacked explicit instruction.
- Practice of skills was limited in scope.
- No advanced multi-syllabic words were noted.
- The “clocks” used in the program specifying times of lesson activities made the lessons stretch past 90 minutes of instruction.
- Two decodables per week were not enough (one supported skill, one did not).
- Vocabulary instruction was the weakest component of this grade level.

Third Grade:

- This program lacked sufficient explicit instruction, particularly in the area of vocabulary development.
- The scope and sequence was difficult to follow and did not help in the review process.
- Ample practice was lacking throughout this level.
- Definitions of vocabulary words were not student friendly (included Tier 2 words).
- Time was spent on skills that should have been acquired in second grade (e.g., sounds).
- There was a limited amount of text in which to apply skills learned.

EXPERT REVIEW COMMITTEE COMMENTS PROVIDED DURING REVIEW DEBRIEFING

Zaner-Bloser Voices Reading

Kindergarten:

- The scope and sequence was confusing and lacked sufficient detail.
- The program was not explicit in design (e.g., “remind students to…”).
- The program offered insufficient practice for mastery.
- The pace of the lessons was overwhelming and did not progress from simple skills to more complex ones.
- Vocabulary development included too many words; tough words were included in student definitions; lacked practice over time.
- The program had limited opportunities for student responses.
- Silent reading was advocated.

First Grade:

- The program was not teacher friendly and would be difficult to use in the classroom.
- The program lacked clear teacher modeling and aligned guided practice activities for students.
- There were many things a teacher would have to make for use during his/her lessons.
- Too much emphasis was placed on character development.
- Fluency goals were not found.
- Explicit instruction was found primarily on routine cards rather than throughout the program.

Second Grade:

- Explicit instruction was not consistent across themes.
- There were conflicting terms used in the program related to comprehension. The language of the scope and sequence matched current scientific research but the program did not.
- Too many vocabulary words were taught; these were not circulated for review purposes.
- The program was designed to run between 90 and 120 minutes.
- Instruction in high frequency words was found to be inconsistent.

Third Grade:

- Only four lessons out of 18 reviewed or taught word parts.
- Most evidence of systematic and explicit phonics appeared in Theme 6; this noted an inconsistency in how the themes were written.
- Limited guided practice was evident for below-level readers.
- No explicit vocabulary instruction was found, not even in the routine cards.
- Limited review opportunities were noted over time/themes.
- When two strategies were taught in comprehension, only one included modeling and guided practice.
- Directions to the teacher regarding instruction (e.g., “might want to”) indicated a lack of explicitness.

EXPERT REVIEW COMMITTEE COMMENTS PROVIDED DURING REVIEW DEBRIEFING

Scott Foresman Reading Street

Kindergarten:

- The scope and sequence was easy to follow and helped in the review process.
- Differentiated instruction was clear and easy to follow.
- Clearly defined teacher modeling and explicit instruction was noted; guided practice was ample in scope and distributed over time.
- Correction procedures were evident.
- Daily practice of key skills were evident.
- No cumulative review of vocabulary words over time was evident.
- The program included a placement test for ease of flexible skill grouping.

First Grade:

- A strong introduction to phonics was evident in this program.
- Teacher talk was easy to locate because it was color coded.
- Clear progress monitoring was present.
- Ample guided practice provided opportunities for students to learn to mastery.
- Decodables for themes were easy to use because they were bound together.
- Student-friendly definitions were not provided in vocabulary development.
- Routines for keeping vocabulary words in circulation were lacking.
- Comprehension instruction lacked sufficient guided practice.

Second Grade:

- This program offered clear and consistent routines across units.
- The weekly plan was very teacher friendly.
- The small group plan was helpful.
- Fluency development was a strong feature.
- Vocabulary instruction was confusing.
- A detailed scope and sequence proved helpful during the review.
- Clearly defined explicit instruction with modeling and guided practice activities was noted.

Third Grade:

- Fluency development was strong in this program.
- Benchmarks were clearly developed and progressed over program.
- Vocabulary instruction was weak in this grade level; no cumulative review was evident.
- Spelling reinforced phonics/word practice.
- Clear teacher modeling and guided practice activities on the most critical components of the program were evident.

EXPERT REVIEW COMMITTEE COMMENTS PROVIDED DURING REVIEW DEBRIEFING

MacMillan/McGraw-Hill *Treasures*

Kindergarten:

- The scope and sequence was not helpful in determining where important elements in the program were located; it was also located in only one place making it inconvenient to use.
- No phonics progression was provided.
- No placement test or strategies for grouping were noted.
- A lack of modeling was noted in phonemic awareness.
- Oral language routines were explicit for Days 2 and 3 versus Day 1.
- ELL boxes included information that all students need.
- A variety of leveled text was evident.
- The program appeared difficult to use.

First Grade:

- Phonemic awareness was rather weak in this level.
- Plentiful expository text was noted.
- Decodable readers were bound together, were of high interest, and were good selections.
- Literacy center flipcharts proved helpful for teachers.
- Teacher talk was highlighted which would help those who would teach the program.
- Scope and sequence was too general for review use.
- Explicitness improved over time in this level.
- Unit planner was helpful for organizational purposes.

Second Grade:

- Scope and sequence was only found in TE Unit 1 making it hard to use.
- The program seemed hard to implement in the classroom.
- Two sets of vocabulary words each week made the program somewhat confusing.
- Unit 1 TE was more teacher-friendly than later units.
- There was limited evidence found of advanced phonics and word analysis.
- Unit planner was very helpful.
- Only three new vocabulary words were introduced each week.
- Vocabulary development lacked explicitness and review; vocabulary development was the weakest part of the program.

Third Grade:

- Some lessons (units) were more explicit than others.
- Fluency was relatively strong in this grade level.
- Reading comprehension that focuses on important skills was evident across lessons reviewed.
- Relatively equal balance between narrative and expository text was evident.
- The unit planner was helpful in the review process.
- The program appeared difficult to use.

EXPERT REVIEW COMMITTEE COMMENTS PROVIDED DURING REVIEW DEBRIEFING

Voyager Universal Literacy

Kindergarten:

- Phonemic awareness and phonics were stronger than vocabulary and comprehension; instruction was much more explicit for these components.
- Ample practice was noted at the word level but not at the connected text level.
- Phonics was connected to phonemic awareness activities too quickly.
- Questions were asked only after the story was completed; no active think alouds were located.
- Systematic and cumulative review was noted for phonics.
- Increased higher order thinking skills were not evident.
- The scope and sequence was vague, and the unit overview was not helpful.
- Intensive professional development would be needed for this program.

First Grade:

- No phonemic awareness was found at this grade level.
- Comprehension instruction was not explicit in nature.
- Comprehension is more question driven than strategy driven.
- Ample practice for irregular words was evident.
- The scope and sequence was vague, and the unit overview was not helpful.
- Definitions of vocabulary words were not student friendly sometimes.
- Well-defined error corrections were evident.
- Having text bound together was helpful.
- Amount of text for students was limited.

Second Grade:

- The program was difficult to navigate; professional development would definitely be needed to use this program.
- There were not enough leveled readers/connected text for readers.
- The scope and sequence was weak and not helpful.
- No evidence of explicit fluency instruction was noted.
- Too many assumptions were made on students' background knowledge.
- Increased practice using vocabulary words, particularly across "adventures" was needed.

Third Grade:

- No phonics (structural analysis) was noted at this level.
- Terminology such as pathfinders and voyagers was difficult for reviewers.
- Inconsistent terminology (e.g., story parts, story elements) caused confusion.
- No fluency goals were located.
- Explicit instruction was not consistently delivered across lessons/adventures.
- Limited focus on explicit vocabulary instruction was observed.

EXPERT REVIEW COMMITTEE COMMENTS PROVIDED DURING REVIEW DEBRIEFING

Harcourt Storytown

Kindergarten:

- Phonological awareness was often confused with phonemic awareness.
- It was difficult to navigate between/among units, themes, and lessons.
- Increased cumulative review was needed for sounds.
- The scope and sequence was not helpful.
- There were not enough words introduced (word lists).
- Routines used in the program were not consistent.
- One had to “dig” to find explicit instruction for comprehension; there was a voluminous amount of comprehension found in this grade level—perhaps too much.
- Professional development is definitely needed to navigate this program.

First Grade:

- No leveled readers were provided for the review.
- Comprehension was clear and quite explicit.
- Routine cards were clear and explicit in nature.
- Vocabulary instruction lacked sufficient review.
- The skills trace did not show the entire year for all components.
- Most elements of effective instruction were presented in a systematic and explicit fashion.

Second Grade:

- Vocabulary instruction was not strong in this level of the program.
- Teacher language in this program was not consistent across themes.
- Instruction involving irregular words was solid; daily practice with ongoing review was evident.
- Fluency building was a strong component in this level.
- Vocabulary instruction was not explicit at this level. Increased modeling and guided practice were needed with student-friendly definitions.
- More explicit instruction and regimented opportunities to practice what has been clearly modeled was needed in the area of text comprehension.

Third Grade:

- No evidence of phonics (structured word analysis) was evident for multisyllabic words.
- No rate goals were provided for third grade fluency building.
- Provisions for deep processing of vocabulary was evident in this grade level.
- Many helpful resources were included.
- Comprehension instruction that includes clear teaching, modeling, and guided practice was not consistently found across the grade level.
- Leveled readers showed decreasing numbers of multisyllabic words.

EXPERT REVIEW COMMITTEE COMMENTS PROVIDED DURING REVIEW DEBRIEFING

SRA/McGraw-Hill *Imagine It!*

Kindergarten:

- Very helpful appendix and index made reviewing the program easy; the scope and sequence was not helpful in this endeavor.
- Systematic and explicit instruction was noted in phonemic awareness, phonics, irregular words, and specific words and concepts.
- Instruction was less explicit in comprehension.
- Professional development would be needed to implement this program with fidelity.
- Blending was not emphasized.
- Station work required no teacher instruction.

First Grade:

- The Introduction to Sounds/Spelling chart in the appendix was very helpful and highly useful.
- The program was not teacher friendly at this level.
- The scope and sequence lacked sequential organization. Fluency is not mentioned in the scope and sequence.
- Similar sound-spelling correspondences were taught too close together—could promote student confusion.
- Differentiated instruction was too vague to be useful.
- There was no “urgency” in measuring oral reading fluency in this grade.
- A limited amount children’s literature to be read aloud by teacher was noted.

Second Grade:

- The ten-day emphasis on classroom management and procedures was beneficial.
- This program requires extensive professional development.
- Correction procedures were not found on the routine cards.
- Irregular word instruction was clear.
- Comprehension was strong in this grade level.
- Vocabulary development needs increased, distributed practice.

Third Grade:

- Tier 2 vocabulary words were useful for passage understanding.
- Comprehension goes beyond narrative text to include important text from science and social studies.
- Modeling is inconsistent in this grade level.
- Vocabulary instruction lacks explicit instructional procedures.
- Dictionary skills were lacking.
- Instruction in context clues was included.
- Guided practice activities provide many opportunities for students to practice skills.

EXPERT REVIEW COMMITTEE COMMENTS PROVIDED DURING REVIEW DEBRIEFING

SRA/McGraw-Hill Reading Mastery Signature Edition

Kindergarten:

- It was difficult to determine where to start with all of the materials.
- This program will require strong professional development to implement it with procedural fidelity.
- The cover of Lesson Connections was misleading. It noted vocabulary and comprehension but included many other components such as phonemic awareness.
- There was no reference to the read aloud library.
- The Lesson Connections should be integrated into the actual teacher presentation books.
- The time required for conducting the lessons was unclear.
- The scope and sequence was not helpful.

First Grade:

- Extensive professional development would be needed before you even open the box.
- The program assumes that all phonics skills were taught in kindergarten.
- This program lacks expository text.
- Error correction procedures and the placement test were a plus.
- The Lesson Connections helped this program.
- The scope and sequence was not helpful.

Second Grade:

- Irregular words were not specifically identified.
- There is no mention of Lesson Connections within the teacher presentation books.
- The Lesson Connections should be called the “Magic Book” because without it, the program would not meet review standards.
- There was limited development of higher order thinking skills in this program.
- The teacher presentation books seemed to misrepresent activating background knowledge.
- Lesson Connections should be part of the teacher presentation books.

Third Grade:

- No dictionary use was mentioned in this level.
- Comprehension questions are the mainstay of instruction in the teacher presentation book.
- Fluency rates were not found in teacher presentation books or Lesson Connections.
- The placement test was not mentioned in this level.
- Guided practice was evident with less specific modeling noted.

EXPERT REVIEW COMMITTEE COMMENTS PROVIDED DURING REVIEW DEBRIEFING

Sopris West Read Well

Kindergarten:

- The scope and sequence was not helpful in the review process. The layout of the program was also difficult to follow.
- The program included expository and narrative text.
- Strong blending and segmenting was evident at this level; there was ample practice conducted on a daily basis.
- Professional development was strongly encouraged to ensure program integrity.
- A placement test was included in the program; mastery tests were evident, and error correction procedures were provided.
- Explicitness was not consistently found in this level.
- Small group and whole group instructional activities were included.

First Grade:

- Explicit phonics was the strongest component of this program.
- Definitions of targeted vocabulary were often too long and difficult to understand.
- No phonemic awareness was noted.
- Vocabulary and comprehension development was not as strong as phonics and fluency building.
- *Read WellPlus* brings the fluency criteria to beyond first grade recommendations.
- Much of the comprehension was suggestive rather than explicit in nature.